



College AND UNIVERSITY Business

**AUGUST 1952: The Future of Community Colleges • Establishing
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Maintenance • Are Inventories Too Costly? • Food Director's Job**



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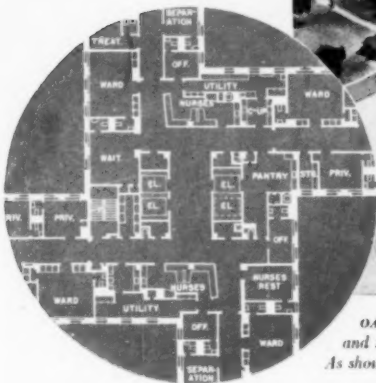
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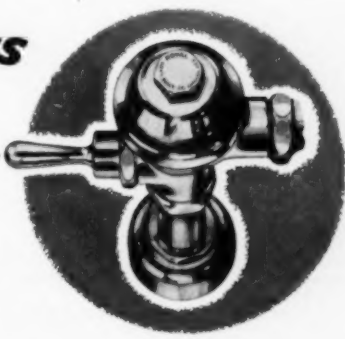
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PUBLISHING AND
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EASTERN OFFICE
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Published monthly by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc., 919 North Michigan, Chicago 11, Ill., U. S. A. Ottho F. Ball, president; Raymond P. Sloan, vice president; Everett W. Jones, vice president; Stanley R. Clague, secretary; John P. McDermott, treasurer. Copyright 1952, by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc., Acceptance under Section 34.64, P.L.&R., authorized. Published on the tenth of the month of the date of issue. Change of address should be sent thirty days in advance of publication date.

Vol. 13, No. 2, August 1952

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James E. Collie

JAMES E. COLLIE, director of athletics and head of the department of health, physical education, and recreation at Friends University in Wichita, Kan., outlines on page 24 the philosophy of his institution in regard to intercollegiate football. His observations are of particular interest in the light of recent scandals and overemphasis in the practice of intercollegiate athletic competition. Before accepting his present position three years ago, he had served as graduate assistant at Indiana University for two years. During World War II he had three years of military service in the United States and the Southwest Pacific area. . . . On page 21 PROFESSOR WALTER L. SLOCUM, chairman of the department of rural sociology, State College of Washington, raises questions as to whether the G.I. bill and its educational provision should be considered as an investment or a handout. He is in a position to speak authoritatively in support of the Veterans Administration in view of his service from February to August 1951 as chief of the research division, office of vocational rehabilitation and education, Veterans Administration, Washington, D.C.



Duane E. Lake

DUANE E. LAKE and ROGER T. LARSON, managing director and assistant director, respectively, of the University of Nebraska college union, have collaborated on pages 26 and 27 to produce an article discussing the principles that should be considered in a program that provides for utilization of student labor. Mr. Lake is a past president of the Association of College Unions and has devoted particular attention to personnel problems. Before the war, and immediately thereafter, he was director of the college union at South Dakota State College, from which post he resigned in 1947 to accept his present appointment. Mr. Larson was a member of the University of Omaha staff as student union coordinator during 1949-50, and accepted his present position during the latter part of 1950. He served for more than three years during World War II as a bombardier and navigator in the army air force. He is presently active in the Junior Chamber of Commerce and the Masonic Lodge and is proud of recently acquiring an infant son.



Roger T. Larson



S. D. Morehead

S. D. MOREHEAD, treasurer of Centenary College of Louisiana at Shreveport, is convinced that the methods by which student loans are granted and collected can contribute to good public relations for the institution. On page 44 he reviews the policies in force at his own college and reports on their apparent success. He originally joined the Centenary College staff as head of the department of economics in 1923 and continued in that position until named business manager in 1945. Since 1950 he has been the college treasurer. He enjoys fishing and golf, and says, "I used to play chess and the slide trombone when I taught and had a little spare time." Wait 'til his faculty hears that!

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Questions and Answers

Multiple vs. Unit Control

Question: In establishing an organization chart of administrative personnel, is it better practice for the fiscal officer to report to the president or directly to the board of trustees?—N.P., Okla.

ANSWER NO. 1: I think it is better for the fiscal officer to report to the president. This is the perennial question of whether it is better for an educational institution to have multiple control or unit control. A clear statement of the unit vs. the multiple type of organization is to be found on pages 12 through 19 in John Dale Russell's book, "The Finance of Higher Education."

This question was also the subject of a paper presented before the Central Association of University and College Business Officers in 1930 and is to be found on pages 11 to 14 in the minutes of that year. I quote the concluding statement by Dr. Russell: "Business officers who have studied the problem of administrative relationships carefully have generally agreed that the unit plan of organization is desirable. The unit plan of organization was specifically recommended by the Financial Advisory Service of the American Council on Education."

For large universities, especially state schools reporting to a central board, the multiple type of organization might work. In any other type of institution such a system is doubtful of success.—GERARD BANKS, *business officer, College of Puget Sound*.

ANSWER NO. 2: It is my opinion that the fiscal officer should report to the president. The fiscal officer is one of the principal service officers of an institution. He is responsible for carrying out the fiscal policies and, in so doing, his most important task is to act as adviser to the president, faculty, employees and students on financial matters. Unless he is successful in "selling" the business function as a necessary part of the educational program, he is not performing his most important assignment.

The fiscal officer is responsible to the president on financial affairs in the same way that deans and department heads are responsible on academic matters. It would be illogical

for the dean of faculty to report directly to the trustees. To me, it is also illogical for the fiscal officer to do so. The trustees select a president as the chief administrative officer of the institution. He then should report on all educational matters, academic and financial.—GEORGE GREEN, *business manager, California Institute of Technology*.

Facts for Food Director

Question: What help and data should a food service director expect from the business manager's office?—S.T., Calif.

ANSWER: The food service director should expect to get from the business manager's office any help and data that are necessary for him to operate his department most effectively. In those colleges where the food service is on a cash basis, the business manager should keep the food service director informed of the number of students to be registered or expected. The business manager should also clearly outline all policies concerning the procurement, preparation, service and accounting for foodstuffs.

In those colleges where food is served on a board basis, the food service director should be told all facts concerning income for meals or allocation of funds for the food budget. He should be told, at frequent intervals, whether he is exceeding the budget or is making too big a profit, and he should not have to wait until the end of the year to find that out.

It is my personal opinion that if the food service director cannot be entrusted with all the details concerning the operation of his department, he is not the logical person for the job. He should be given the tools with which to work, and those include all available information.—THEODORE W. MINAH, *director of food service, Duke University*.

If you have a question on business or departmental administration that you would like to have answered, send your query to COLLEGE and UNIVERSITY BUSINESS, 919 North Michigan Avenue, Chicago 11, Ill.

The Key Problem

Question: The issuance of keys to our faculty always has been a source of friction between business office and faculty. Is a key deposit the answer, or have more effective methods been devised to assure the return of keys at the end of the academic year?—C.W., N.Y.

ANSWER: Unless a building has a custodian on duty at all hours that the building is open for use there seems to be no alternative but to issue keys to occupants. If the building is occupied by only one or two departments, security should be a relatively easy matter. Multiple occupancy becomes complicated. We have found it to our advantage to make the occupying department responsible for building use. Keys are issued to the chairman of the department and reissued to faculty, staff and, in some cases, students, at the discretion of the department chairman.

During school sessions a custodian opens the outside doors and unlocks general classrooms. He does not unlock offices or laboratories where there is exposed equipment. No other central office, such as the business office or the cashier, is in a position to know the varying situations under which it is proper for an individual to have a key for a few days, weeks or months. Only those occupying and operating the space are in a position to monitor keys once they are issued.

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We gave up requiring a deposit for keys some years ago as we found the costs involved to be out of proportion to the security gained. The requirement for a dollar deposit on a key was an invitation for someone to go to a local locksmith and get a duplicate for 25 or 35 cents.—L. H. SWEENEY, *superintendent of buildings and grounds, University of California*.

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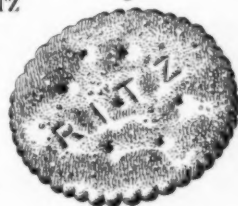
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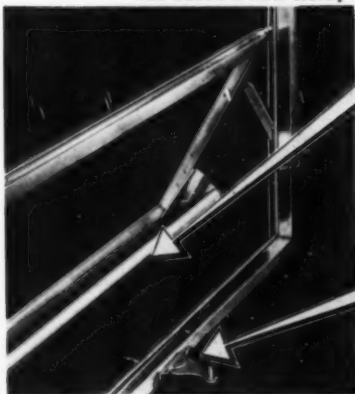
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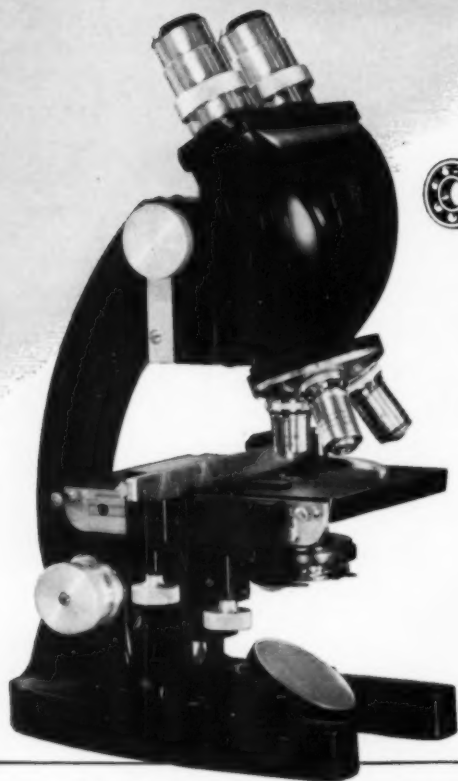
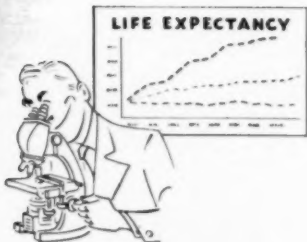


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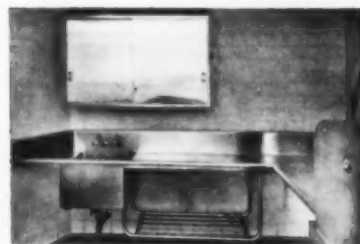
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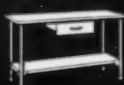
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IS STUDENT UNION THE RIGHT NAME?

PORTER BUTTS
Editor of Publications
Association of College Unions



WHAT YOU CALL THE UNION MAKES A DIFFERENCE. On campus after campus members of the faculty have expressed reserve about helping with fund raising for the union or using the building after it has opened. They had always heard, they say, that the union was "just for students." Sure enough, there's the name on the building and on all the literature: "Student Union."

Alumni and college friends take the hint, too. Are they welcome, they wonder? At best, they feel they are only visitors who better have a brief look, and go. And in a subscription campaign the alumnus has quite a different feeling about giving money to a project that is "only for students," as he supposes from the name, than he has about a building that is also his to use as his own.

And then, the students. They look ruefully around the lobbies and lounges at a college conference for visiting chemists or newspaper editors and say, "What goes on here? I thought this was a *student union*!" Or they get in a hassle with the college administration over some union policy that the president or business manager knows just has to tie in with college policy. The students don't see it. Why? Indignantly they protest, "This place is supposed to be run by students, isn't it?"

All along the way the mental road block is "that name" and all that it seems to imply. Everybody has been told over and over that it is a "student union," and so they begin to believe it.

How did the name get that way? Very likely the college wanted to avoid confusion with labor unions in the public mind. Or it seemed like a good way to enlist student interest; and, to be sure, student interest and use are rightly of primary concern. But there is little basis, historically or in present fact, for the name "student union."

Originally unions bore only the title of their institution—"Oxford Union," "Harvard Union," "Michigan Union," "Ohio Union," "Purdue Union." (Some, of course, always have been called "houses" or "halls"—"Hart House," "Houston Hall.") The national association was organized as the Association of *College Unions*. Only in recent times has the modifying ad-

jective, "student," crept in. Almost all unions, by definition in their constitutions or in their published purposes, are for students, faculty and alumni.

Some unions include faculty clubs; many include alumni headquarters. Some point with pride to the number of faculty and alumni meetings held in the building. Many collect faculty and alumni membership fees. All want faculty and alumni participation.

Many unions serve as the college conference headquarters; they rely heavily on convention, dining and hotel patronage from college sponsored groups and from parents.

For all such unions—and this means most of them—"student union" is plainly a misnomer. No one would worry too much about it if it didn't hurt. But it does hurt. The colleges that misname their unions are likely to give students the wrong idea, to lose important support from faculty and alumni, and to miss the values that come from a sense of campus community.

The union succeeds best—socially, financially, ideologically—when it is conceived as genuinely the community center for all elements of the campus population—students, faculty, alumni and friends. The name "union" itself implies a goal of unity for the college, all members of the college family included. Students, faculty and alumni all gain from informal association together.

While there may have been reason to avoid mistaken identity with labor unions some years ago when college unions were new and relatively few, now the idea and the name are so widespread, so well established—with a union building on almost every campus—that the name is becoming almost universally understood, especially in college circles. This will increasingly be the case as hundreds of thousands use, see or hear about campus unions each year from now on.

On the other hand, the specific title, "student union," is more and more becoming known as the name of the left wing, Communist-dominated exclusively "student" organizations of Europe.

It all adds up to a case for calling union buildings what they are—"college unions," not "student unions."

Looking Forward

College or Veteran?

THE REVISED G.I. BILL, P.L. 550, FINALLY HAS BEEN worked through the Senate and the House committees and signed by the President.

One of the significant improvements in the new G.I. bill is the allocation of G.I. payments to the veteran himself rather than to the college at which he enrolls. This should result in a substantial reduction in the amount of paper work and red tape prevalent under the present arrangement.

Some private and independent colleges fought this change in procedure because of their conviction that it would discriminate against the private colleges, which in general have higher tuition charges than the tax supported institutions. In this regard, it seems that these private colleges have misinterpreted the intent of the legislation—which was to allocate funds to the veteran for the purpose of assisting him in the pursuit of his education and not to provide a subsidy for educational institutions. It is difficult to understand why these private and independent colleges should be so eager to receive a federal subsidy when it is so contrary to the philosophy on which such institutions were originally established.

As long as there is substantial difference in the cost of a student's obtaining his education from a private or independent college as against a tax supported institution, a competitive advantage always will exist in favor of the tax supported college. This is nothing new; it had been the competitive pattern long before there was any such thing as a G.I. bill. The new legislation merely assures that a larger percentage of students will be able to consider college education than would otherwise be the case. In fact, many students now considering tax supported institutions because of financial limitations will be able to enroll at private or independent colleges because of the supplemental assistance they will receive from the G.I. bill.

If one can assume these private colleges are proud of their heritage and convinced of their place in the field of higher education, it comes as a shock to note their frantic efforts in behalf of a G.I. bill subsidy to the institution. Which is the proper objective for aid: the college or the veteran?

Public Relations — Business Office

IN MANY INSTANCES, THE COLLEGE BUSINESS MANAGER is inclined to think that the matter of "public relations" is somebody else's job. He reasons that his institution has a director of public relations on the pay roll and, therefore, the situation is well in hand.

Strangely enough, most of the business manager's responsibilities bring him in contact with the average person's most sensitive nerve—his pocketbook. And when that nerve is touched you've got public relations—good or bad. The business manager does not observe public relations; he creates it.

There are any number of places where his influence on public relations, favorable or otherwise, makes itself felt. Sometimes the prospective student is alienated before he ever steps on campus because of the inept manner in which a request is made for advance payment of fees which are not refundable. The method of arranging student loans also can be a make-or-break point for developing good will.

A salesman who calls at the business office, only to receive curt and cursory attention, or maybe no attention at all, is not likely to enhance the prestige of the college by his conversations about it. This is another public relations area to be considered.

Why is it that on so many campuses there is friction between the business office and the faculty? It can't all be the fault of the faculty. Maybe there is more than one way to say "no" to a professor's request. Perhaps a demonstrated and genuine interest in faculty problems would help ease the strain.

Other situations immediately come to mind, but suffice it to say that the business manager and his office constitute one of the strategic public relations areas of the institution. One does not solve the problems, or successfully meet the challenges, by ducking the issues or passing the buck to the director of public relations or the president.

Public relations and the college business office are inseparable. The sympathetic understanding of the factors that contribute to improvement of its public relations stature on campus can do much to make the business office a positive force in earning good will for the institution.



THE NUMBER OF PERSONS WITH high school education and college education is continuously increasing. There are more persons in college today than there were in high school 30 years ago. Because of the desire for economic success, almost all higher education has developed a trend toward occupational training.

Employers and parents alike deplore the fact that students may graduate from high school and even from college without having learned how to earn a living. And there are those in academic circles who deplore this trend. They believe that education should extend the boundaries of knowledge and should teach people how to live. Others, however, probably a majority, agree with Sidney Hook when he said, "Education should do more than teach a person how to make a living, but it should at least do that." Young men and women entering college today want to be assured that they can earn a better living and be more employable as a result of having gone to college.

A century ago we had few colleges and these were largely liberal arts colleges, not necessarily located in populous centers. Then our country was largely agricultural, while today the majority of our people live in cities. Recent studies have shown that with the exception of state universities and a few nationally and historically famous colleges and universities, approximately 75 per cent of the students attending college live within a radius of 50 miles of that college. Even in the case of most state colleges, approximately 35 per cent of their enrollment live within 50 miles of the college attended.

Many factors are at work causing students to attend the college of the community in which they live. The higher standard of living, the increased cost of living, and the increased cost of education have made it necessary for most high school graduates to seek employment upon graduation. With their roots established in their home town they can get a job, live at home, work and attend college. The continu-



The trend is toward the

COMMUNITY COLLEGE

W. W. KEMMERER

President, University of Houston
Houston, Tex.

ously increasing desire for more education and the selfish desire to benefit therefrom have caused many adults past the normal college age to seek further education and training.

American higher education has grown definitely in the direction of being practical in spite of academic pressures to the contrary. The American educational system was developed as a result of inherent pressures from the public derived from its desires and interests.

The growth and development of the University of Houston is an excellent example of the effectiveness of public pressure. This institution started as a junior college in 1927 on the direct demand of parents. Once started, its

curriculum began to grow as a result of continued pressure from specialized interest areas. Today, the University of Houston has a broader curriculum offering than has any other college in Texas—and the pressure that brought this about is never ceasing. Almost all of the additions and changes in the curriculum are a result of public demand. By way of illustration, very recent additions include a course on the Wage and Salary Stabilization Act, the administration of truck fleets, and machine accounting, as well as courses in the humanities, religion and philosophy.

The public demand for education and training covers every area of human endeavor and interest. With this



Approximately 75 per cent of these students live within 50 miles of the college.

upsurge of public demand, it is an inevitable consequence that the college located in a populous center will thrive and grow. Moreover, it will thrive to the extent to which it is willing to meet public demand. Ultimately the colleges in cities will succumb to this public pressure whether they are publicly supported institutions or privately supported institutions.

Good examples of the effectiveness of public demand can be seen in many schools, not publicly supported, located in large cities. Among this group are Bradley University, Tulsa University, Northwestern University and New York University. Even though accrediting bodies do not generally recognize the evening college as one subject to accreditation, these schools have expanded their services around the clock and have enlarged their curriculum offerings to meet the local demand.

The future growth in higher education will take place in colleges located in cities and among colleges that are sensitive to the public interest. Liberal arts colleges located in non-populous areas have been disappearing during the last 50 years. They can survive only if they change their philosophy and objectives and become community colleges serving their local citizens. Even the larger state univer-

sities and state colleges located in nonpopulous centers have definite limitations in their future growth. Students will find it more desirable and more economical to go to the community college at their own expense rather than go to the state college located away from home.

EDUCATION FOR ALL

The community college may be designated as one that provides education and training for all the citizens of the community who are high school graduates or above high school age on the basis of their needs, interests and ability to benefit therefrom. The community college strives to supply the occupational, cultural and civic educational requirements of each citizen so that he may serve his community, state and nation to the greatest possible extent. The true community college believes that no one should be denied education regardless of his previous education or experience. The lack of facilities available locally for such education is to be interpreted as equivalent to a denial of education. In a broad general manner the objectives of the community college are: (1) To provide college training as generally conceived leading toward a college degree. (2) To provide occupational training adapted to the means

of the community. The word "occupational" is to be interpreted broadly to include vocational, technical and professional training. (3) To provide for adults cultural and civic educational programs without consideration of college credit. (4) To provide the community with many cultural benefits in the field of fine arts and also with activities that lead toward better government, better home and family life, and better community living.

Inasmuch as the trends outlined in this article do exist, it is only logical to forecast that the college of the future will be the American community college. It is distinctly an American invention and indigenous to this country. In the American community college one can see reflected the history of America and American education, the desire for a better economic life, the desire for more education and training for everyone, the desire on the part of the student to study what he chooses to study in spite of the opposing interests of the academic professor.

It is not my purpose to criticize this trend favorably or unfavorably. The trend is observed here and is believed inevitable. The more quickly administrative staffs in colleges located in cities become aware of this, the greater prosperity they will be able to enjoy and the greater service they will be able to render.

VETERANS' EDUCATION—

Investment or Handout?

WALTER L. SLOCUM

Chairman, Department of Rural Sociology
State College of Washington, Pullman

RECENTLY I WAS TALKING TO A graduate student who was about to finish his work at the State College of Washington. He is a veteran of World War II. He is now 32, is married and has two children. He has made an outstanding record in his graduate studies. He told me that he could not have continued his studies after his discharge if it had not been for the financial help that he received from the federal government under the educational provisions of the G.I. Bill of Rights.

His story, with minor variations, could be duplicated thousands of times. More than half of the 15,400,000 veterans of World War II have taken some training under the G.I. bill. By March 31, 1952, a total of 7,791,349 had participated.

The Servicemen's Readjustment Act, popularly known as the G.I. Bill of Rights, was enacted June 22, 1944, while most veterans were still in the armed forces. The original purpose of the act was to assist the returning serviceman to make his readjustment to civilian life after separation from active service. Education and training were authorized under Title II as one of four readjustment benefits. The others were guarantee of loans, unemployment compensation (52 weeks at \$20 per week maximum), and employment assistance consisting of job counseling and employment placement.

The benefits of the Veterans Vocational Rehabilitation Act have already been extended to veterans disabled in service after June 27, 1950. By the time this appears in print the benefits of a new G.I. bill to provide similar benefits for able-bodied veterans of the current conflict will be available.

The cost of such a program will be somewhere between \$800,000,000 and \$900,000,000 per year, which is to talk in terms of billions. Furthermore, these estimates may be too low. The total cost of the educational program for veterans of World War II, as proposed by the armed forces committee on postwar educational opportunities

for service personnel on July 30, 1943, was estimated to be approximately \$1,000,000,000. The actual cost to date has been more than \$14,000,000,000. During the fiscal year 1949 alone, the cost was more than \$2,700,000,000.

Let us review the record of the education and training program for World War II veterans under the G.I. bill to see if these tremendous expenditures represent an investment or a handout.

SELECTED OWN COURSES

The record, as reported to Congress in January 1950 by the veterans administrator, shows that most veterans have chosen courses leading to occupational objectives that require a considerable amount of professional or technical knowledge. In November 1947, when the peak enrollment of 2,546,000 was reached, 39.4 per cent were enrolled in professional courses, 11.2 per cent were learning to be managers, and 17.6 per cent were learning to be skilled craftsmen or foremen. More than 200,000 were taking engineering courses in institutions of higher learning. Enrollment in these courses has continued at a high level.

This record is a tribute to the judgment of our veterans; they selected their own courses without in-

terference from either the state or the federal government. The only important restrictions on this free choice were: (1) the ban against training pursued for recreational or avocational purposes, and (2) the regulations designed to prevent excessive and unjustified course changing. To assist in selecting their courses, about a million veterans took advantage of aptitude tests and counseling services financed by the federal government.

It is doubtful if there is a course offered by educational institutions in this country that has not been taken by some veteran under the G.I. bill. In addition, several thousand who were not satisfied with the courses available at home went abroad to study.

Not every veteran found the right course the first time. By Aug. 1, 1949, more than 1,100,000 had found it necessary to change courses at least once, according to a study made by the Veterans Administration. The study also showed that some veterans had changed courses more than once. This is perhaps inevitable in a system of free choice. Although it may seem wasteful at first glance, it must be remembered that it is part of the American system for individuals to try a new line of endeavor if not fully

satisfied with their first choice. Some restraint may be necessary in the public interest when Uncle Sam is paying the bill, but reasonable freedom of choice should be preserved.

The great influx of veterans into colleges and universities began almost immediately after the mass demobilization of the armed forces in 1945 and 1946. More than a million were enrolled in the fall of 1946. Enrollment continued above a million during the 1947-48 school year and then began to decline slowly. By Dec. 31, 1950, more than 2,480,000 had studied at colleges and universities under the G.I. bill. On March 31, 1952, only 345,000 were enrolled.

Veteran enrollment in schools below the college level did not get under way as rapidly as in colleges. Once well started, however, there was a steady growth until the peak of 878,000 was reached in December 1949. Enrollment did not decline much until after the outbreak of hostilities in Korea. Total participation had exceeded 3,360,000 by Dec. 31, 1950. On March 31, 1952, 561,000 were still enrolled. Most of the problems reported to Congress by the administrator of veterans affairs and the director of the Bureau of the Budget were found in the schools below the college level which were operated for profit.

ABUSES REVEALED

Veterans and employers became aware of the possibilities of training on the job in the spring of 1946. Enrollment mushroomed from 76,000 in January 1946 to 400,000 by July 1946. Investigations made at that time by the Veterans Administration revealed many abuses. Some executives and other high salaried persons were found to be on the subsistence rolls. At the other end of the scale, it was apparent that some employers were using the program as a means of subsidizing their workers. When these conditions were reported to Congress in the summer of 1946, an amendment was immediately enacted to provide a monetary ceiling on income from productive labor plus subsistence. Standards were also established for application by the states in approving job training courses.

These ceilings and standards stopped the tremendous expansion of job training within a few months. The peak of 632,000 was attained in January 1947, after which the number of trainees decreased steadily. Up to

December 1950, more than 1,600,000 veterans had participated in training on the job. On March 31, 1952, only 79,000 were in training on the job.

Institutional on-farm training got the slowest start. This program provides classroom instruction at night plus practical farm experience either on the veteran's own farm or under an established farmer-trainer. By December 1950, more than 625,000 veterans had participated in this program. On March 31, 1952, 195,000 were taking this type of training.

These tremendous enrollments taxed the faculties and physical facilities of the nation's schools and colleges. To



meet the unprecedented needs, instructors were hired by many institutions if they met minimum qualifications, classrooms were used in shifts, and temporary structures for housing and for classroom use sprang up on almost every college campus. Many of these facilities have now been replaced by permanent structures so that the physical capacity of our colleges and universities has been increased materially. More than 40,000 schools and colleges and more than 600,000 industrial establishments were approved by the states as qualified and equipped to offer training to veterans.

Only a few new institutions of higher learning were established to take care of the overflow from the established institutions. The main expansion in number of schools came below the college level. More than 7600 new schools were set up to provide vocational training. More than 5600 of these new schools were operated for profit.

Gen. Carl R. Gray, veterans administrator, reported to Congress in January 1950 that most of the problems encountered in the administration of the education and training program after 1947 involved these new profit schools. In July 1950, Congress amended the G.I. bill to require schools operated for profit to meet certain minimum standards when the enrollment consists principally of vet-

erans. Administration of these standards was left to the states. No report on the application of the standards has appeared.

The joint report submitted to President Truman in February 1950 by General Gray and Frank Pace, then director of the Bureau of the Budget, expressed concern over the amount of "blind alley" and wasted training. This report also suggested that veterans in some areas might be taking training primarily to obtain the subsistence allowance without regard for the quality of training involved.

Congressman Olin E. Teague, chairman of the select committee set up by the House of Representatives to investigate the education and training program under the G.I. bill, testified before the Senate committee on labor and public welfare on Sept. 18, 1951, that "no one could have administered this bill without a lot of waste and a lot of abuse."

In spite of the problems and abuses, it is agreed by most authorities that the program has been generally worth while. President Truman, in a special message to Congress Feb. 13, 1950, stated that "the nation will be better prepared to face the difficult problems of the future because of the improved education and skills provided to millions of its worthy young men and women." Representatives of the principal veterans' organizations, educators and other public figures have spoken highly of the results obtained.

OPINIONS DIFFER

Some division of opinion exists with respect to the achievement of veterans as students. Erle Cocke Jr., writing in the August issue of the *American Legion Magazine*, holds that the G.I. student proved in most cases to be superior to nonveterans. Dr. Harry Gideonse, president of Brooklyn College, found a "slight but consistent superiority" of veteran grades over those of comparable nonveterans. William C. Fels reported a study of 10,000 students in 16 colleges in the *New York Times* on May 27, 1951. He said: "It turns out to be a misconception that veterans in colleges do markedly better than nonveterans." He acknowledged, however, that the study did reveal a slight edge for the veteran over the nonveteran of like aptitude.

The education and training program for veterans of World War II has had its faults but it has made the fol-

lowing four broad contributions to this nation:

1. *It has assisted millions of veterans to readjust themselves to civilian life.*

The G.I. bill was designed as a readjustment measure. It has served this purpose well. As previously stated, more than 7,790,000 different individuals, more than half of all veterans of World War II, have taken some training under the act.

Virtually every individual who participated received some assistance, either material or psychological, in readjusting himself to the postwar civilian world. Many dropped out of training soon after entrance. They evidently found that education was not the best method of readjustment for them. Some veterans may have taken training primarily to obtain the subsistence allowance as a relief measure rather than to increase their skills or knowledge, but it is not likely that the number was large. It is more likely that most unemployed veterans who entered training did so to prepare themselves for another job and were able to take the training because the subsistence allowance helped to meet their expenses.

Even veterans who did not participate may have received indirect readjustment assistance from the act. Virtually all were eligible. Average entitlement was 40 months. The benefits were available upon request for more than four years after most veterans were discharged. It was like money in the bank for use on the proverbial rainy day. The benefits constituted tangible proof to veterans that their sacrifices were appreciated.

2. *It helped to keep economic activities at a high level in the immediate postwar period.*

The armed forces discharged more than 10,000,000 persons within a year and a half after V-J Day. This mass

demobilization came just when American industry was in the midst of reconversion to peacetime production. Many economists were predicting that mass unemployment would result. It didn't. One important reason why it didn't was the fact that millions of veterans took advantage of the education provisions of the G.I. bill. This kept them out of the labor market and pumped billions of dollars into the economy.

The financial contribution to local communities was substantial. A school with 1000 veterans in full-time training brought more than \$100,000 per month into its community. The money that has been distributed through the program has increased business and provided additional markets for the farms and factories of the nation.

Tuition payments have been in excess of \$3,500,000,000. This money has rejuvenated and sustained much of the nation's educational system.

3. *It has raised the general educational level.*

President Roosevelt's committee on postwar education opportunities for service personnel in a report dated July 1943 stated that there would be need for a postwar program to restore the educational deficit created by wartime service in the armed forces. If we use this committee's formula, but apply it to the actual number who served, this deficit was not more than 20,000,000 months of training.

The program has restored this deficit many times over. More than 100,000,000 months of training had been provided by the end of 1950. It is, of course, true that many veterans would have returned to school after discharge at their own expense had there been no G.I. bill. It is not likely that the number would have been great enough to have restored the educational deficit resulting from service in the armed forces during the war.

For veterans who had always wanted to go to college, or who wanted to increase their technical knowledge but who had limited financial means, the program made a real contribution by helping to lift the economic barrier that had previously existed. Under the program, married men, even those with children, were enabled to go to school because additional subsistence was paid to those with dependents. The nation, of course, has profited by the additional training the program provided for those who happened to be financially poor but who were rich in intellectual ability.

4. *It has increased the ability of the nation to defend itself by financing training in critical occupations.*

A substantial number of veterans have received training in occupational fields now considered to be essential to the national defense. Almost half a million have had some training in engineering. More than 100,000 have been given some training in the natural sciences. More than 200,000 have received training in metal work. Thousands of doctors and dentists have been trained. In fact, veterans have had training in virtually every field for which preparation can be made through formal education or through training on the job.

More than 600,000 veterans have been provided training on farms with related classroom instruction. They have been taught modern farming methods. Participation in the program has helped to keep many of these veterans on the farm, and the technical instruction which they have received has undoubtedly helped them to increase the production of food and fiber.

This is what the G.I. educational program has accomplished. It is my belief that the evidence warrants the conclusion that the program was an investment, not a handout.

Soliciting a Corporation . . .

. . . for a contribution to higher education is being organized on a "Community Chest" basis in many states. Harold Schellenger, executive director of the Ohio Foundation of Independent Colleges, Inc., will report on the technics and progress being made by his organization in the September issue.

Today football is back at Friends University but is no longer dependent upon game statistics or crowd appeal. Rather, it is an integral phase of the teacher-training program.

We changed our policy on

FOOTBALL

JAMES E. COLLIE

Director of Athletics, Friends University
Wichita, Kan.

AFTER THE FOOTBALL SEASON OF 1935 the board of directors of Friends University took official action to drop football from the school's program of intercollegiate athletics. This action was taken only after careful consideration. It was felt that the small colleges could no longer successfully compete with larger universities for the services of outstanding high school athletes. This was due to the greater financial backing and the commercialization of football by the larger institutions. During its last season of play our team failed to win a single contest.

Then, too, the gridiron fans who once supported Friends University in its years of football glory were turning to the rapidly growing municipal school, Wichita University, for top football entertainment. The years when Friends University's gridmen were acclaimed the greatest team in the state of Kansas were gone and the great American sport had died, the victim of overspecialization and commercialization.

During the next six years only a minority of students and alumni hoped for an eventual return of football to the Friends University campus, for the majority saw the sport grow into one of the nation's largest industries and the competition for and the price of the raw material continued to rise.

During the war years all intercollegiate sports were dropped on the Friends University campus, because the manpower shortage had cut the

male population to the size of a starting lineup in a six-man football game.

The 1945-46 school year at Friends University was similar to that of the majority of colleges and universities throughout the land. The men were coming back from the various branches of service and a program of physical education and athletics again became a need.

REGENERATE ATHLETIC PROGRAM

In September 1946, Charles C. Manker was called to the campus to organize a department of physical education with a coaching major and to



regenerate the program of intercollegiate athletics. Forty students enrolled in this new department and the intercollegiate basketball, baseball, track, tennis and golf teams made creditable showings.

With these successes came a cry for the return of football. However, the old problem was still present. Friends University's main emphasis was on teacher training and all efforts were

turned in this direction. Equipment for football was expensive and the competition from Wichita University and the four local high schools meant small gate receipts and further financial loss. Generally speaking, good athletics came with a high price tag; however, our well functioning and popular department of physical education had drawn some good athletes, even though a well rounded team would call for many more.

While the students were clamoring for an all-out return to the grid sport, a related problem was facing the department of physical education. The following year it would graduate its first two coaching students. Where were they to be placed if they had no football training or experience? Were they adequately trained as coaches if they lacked this training in football?

Mr. Manker placed this problem before the athletic board of control in March 1948 and presented a plan whereby this training could be given as a part of the teacher training program but yet the school would not have the pressure of a return to intercollegiate football.

According to this plan, a series of courses would be set up as a part of the curriculum of the department of physical education to study football from a coaching angle. These courses, offered for credit, would be planned on a lecture-laboratory basis with one day a week set aside for lecture and discussion of the theory of football. Two days were designated as laboratory days in which these coaching principles and theories could be put into actual practice.

To serve as a term project for the class, three intercollegiate football games would be scheduled with teams that were near the athletic caliber of Friends University. These games would test the practicability of the class and give the coaching students an opportunity for the actual game experience that is so valuable for coaches. In these games all class members were to be given an opportunity to participate regardless of their ability. Winning was to be secondary to experience. This plan was adopted and the class got under way in September 1948.

More than half the class of 35 students had had no previous organized football experience and three more had played only six-man football. In the first game of the three-game schedule the Friends team emerged with a

33 to 0 victory, allowing its opponent only three first downs during the afternoon. The remaining two games were lost, but by close scores, and valuable experience was gained by those who participated in the three-game football schedule.

The following year I was employed by the university to direct the athletic program and to serve as head of the department of physical education. The plan in effect for intercollegiate football was enlarged to include a full-time program. The same year, Earl Craven was hired as football coach and a schedule of six games was played in the season of 1949. Football practice was held daily, with one hour each week being devoted to the study of the scout report on the school to be played that week. The teams played were of a caliber very close to that of Friends University. The class was successful and won all the games played.

The following year the new program attracted even more students and an eight-game schedule was arranged with teams that were a little stronger than those of the previous year. The 1950 team was able to win six of the eight games, and one of the losses was by the margin of a single extra point.

Last season saw the Friends University team playing a nine-game schedule with even better teams. This team won three of the games and lost six; however, two of the six losses were by the margin of extra points so this was considered a successful season even when viewed from the won-lost record.

Since this program was inaugurated four years ago, 13 health, physical education, and recreation teachers have been graduated with sufficient training and practical experience to qualify them as capable coaches. Of the 13, six are now coaching in high schools in Kansas, Oklahoma, Texas and Colorado; two are in military service, and three are employed in industry. The two now in the service each taught and coached one year before entering the service.

We at Friends University believe that there is real educational value in athletics. We feel that since the athletic program is an important part of the educational program we are justified in taking it from the exhibition class and including it in the regular curriculum, where we believe it belongs. Our coaches are men trained in the field of health, physical education, and recreation and we believe that this

is desirable as they should know more about human physiology, anatomy, fatigue and body mechanics, and their relationship to the sport being taught.

Student admission prices to our athletic contests are kept at a minimum. We think that the students should be the first ones to have an

opportunity to see their teams play. We feel that, educationally, it is a justifiable procedure to fill the stands with students rather than with adults. However, on most occasions we have been able to accommodate all of the students and adults who desire to see our teams in action.

The COFFEE BREAK

increases efficiency and morale

By an Employee

THE DOLLAR LOSS AS THE RESULT OF midmorning and midafternoon coffee breaks that Mr. Dickason* deploras may be the result of false reasoning. A recent survey of office practice in this regard in Chicago shows that the coffee break increases worker efficiency 14 per cent.

With their present low salary scales for office workers, most colleges and universities cannot expect to retain employees unless they are allowed benefits granted by business concerns and industry.

If an executive would try the experiment of sitting all day transcribing notes or records at a typewriter or working at an oversized ledger or running an accounting machine (where attention must never waver), he would experience a physical fatigue such as he now knows only after 36 holes of golf and an eye fatigue equal to his TV binge during the national political conventions. Let him try this experiment two days; on the second day, offer him a coffee break and see how his energies are refueled.

The executive during the day spends a great deal of time over coffee, cigars, luncheon and chit-chat, much of the latter being merely gossip about business, sports or personalities. He is thinking and acting on vital problems only a small percentage of the day; that is probably as it should be to keep

him at top efficiency. Yet he would deny the employee, who needs the break even more because his job is routine, the privilege he takes as a normal part of the day.

When the nation finds itself in another depression, employers can then abolish the coffee break—and reduce morale—for in an employers' market morale may be deemed less important. In order to eat, employees will be willing to work all day, scarcely lifting their eyes from typewriter or comptometer. Of course, in the late mornings and afternoons they will slow down perceptibly and errors will mount, but the employer who wants it will have the whip hand again.

These days enlightened management—and Mr. Dickason represents enlightened management—does not try to hold the whip hand not merely because it can't but because it sees that it is bad personnel relations. The employer might find it interesting to weigh the total hours lost in his organization from the coffee break against the increased efficiency of the really loyal workers, and then determine whether he is ahead of the game or behind it. Poorly trained, inefficient workers will always be costly, whether they stop to drink coffee or just dawdle on the job. Supervision, not compulsion, is the answer to that problem, and if the supervisors take time to have a cup of coffee now and then with the workers, output will rise.

*Dickason, Donald E., What Are Fringe Benefits Costing You? College and University Business 13:28 (July) 1952.

1. Can we justify greater use of

STUDENT LABOR?

AFTER THE LUSH YEARS FOLLOWING World War II, the University of Nebraska Student Union, like many other college enterprises throughout the nation, was faced with the grim realization that decreasing enrollment, higher operating costs, and less patronage in its service units required a serious study of operating ratios to adjust to a more nominal operating level.

It was obvious that certain minor savings could be made in readjusting full-time personnel and that numerous fixed costs were here to stay. However, closer observation showed that student labor was the variable which could be readily placed under control and which influenced to a marked degree our over-all operating costs. In fact, we recognized that student labor is such a variable that it could prove to be either a liability or an asset, depending upon the method and degree of utilization.

Going a step further, we established that student labor is not only here to stay but that we must depend upon student labor to an immeasurable degree in our operations. Next, we reasoned that a well defined system with proper supervision could probably be the solution to effective utilization of student labor. The problem was then approached with a firm determination to convert what had previously been an operating liability to a valuable asset.

UTILIZATION OF STUDENT LABOR

The college is virtually the only enterprise that has the advantage of a readily available labor reservoir that can be scheduled hour-to-hour in direct relationship to service demands. By the same token, it is not burdened by excessive labor charges during the numerous vacation periods that are sprinkled throughout the academic calendar. In addition, this labor reser-

voir possesses very special human traits, such as above-average intelligence, initiative and resourcefulness, characteristics that can be utilized to advantage. Not only should we recognize these facts, but we should make every effort to employ procedures that enable us to take full and useful advantage of them. These factors alone are justification for employing proper and proven technics in our personnel systems.

Today, more than ever before, we should be vitally concerned with our educational objectives by making the student's part-time job a worth-while experience. Our recent national prosperity has resulted in many students arriving on their college job without previous experience in the business world. It is here, then, that we can contribute a great deal to a vital educational process in their preparation for a career.

If we utilize the tools of an adequate personnel system we can build just as sound an operating organization with student employees as with full-time employees, and at less cost. The emphasis has to be placed on developing proper supervisory personnel linked to a system that requires that little be left to chance. Since the inherent quality of such a system is based on effective management, we must rely on job education, followed by proper allocation of responsibilities and duties.

It is impossible to conduct a successful training program unless one has studied each job to the point of knowing every detail; job analysis and job training are inseparable. We must study each separate job and list the duties involved, regardless of how insignificant; also we must make a note of the job specifications, that is, those

qualifications desired in the person to fill the job.

The next step is to compile this analysis in some form of job manual, not necessarily an elaborate masterpiece, but accurate and complete in every detail. It may be compiled in light readable style but should be detailed to cover every step, procedure and eventuality that the employee may encounter. If the job is properly outlined, the job manual will not only aid employees in gaining proficiency on the job but should result in uniform standards and practices.

After a few of the tools have been obtained, they must be utilized to develop the job education program, which is essential to equipping employees with the various skills and methods necessary for the efficient and effective performance of work assignments. These tools, like any technical instrument, will have little value unless they are properly used and in the hands of competent workmen. Supervisory personnel should be carefully selected and oriented to the system so that continuous day-to-day supervision follows.

SUPERVISOR'S QUALITIES

Likewise, the staff member delegated to supervise the personnel system must possess certain personal qualities and a firm appreciation of values of the system. He must fully understand the capabilities and performance level of his supervisors. He must have freedom to analyze continually the service demands in order that part-time scheduling may be adjusted accordingly. He should display a sensitive regard for the importance of proper working conditions, effective training, promotions, incentives and other system devices that tend to affect morale. Above all, he should be constantly aware of the status of all devices and the results produced that contribute to specific objectives of the system.

Since we have made an attempt to justify greater utilization of student labor, it probably follows that we should display a few of the technics that have been found to be invaluable in meeting some of our student labor problems. Each of them has become a highly valued tool in the management process and each plays a definite part in the total organization structure. Undoubtedly these technics are best explained by the staff member charged with the responsibility for administering the program and developing the mechanical means.

DUANE E. LAKE

Managing Director
University of Nebraska Student Unions

WITH THE COMING OF SOCIAL SECURITY, withholding taxes, health insurance, retirement programs, and frequent requests for references on former employees, it became necessary for those employing any number of people to keep detailed service records on each employee. We were of the opinion that adequate personnel records could be much more of a tool of management than an obligation. Therefore, we devised records and forms as a foundation for our entire personnel system which are based on our particular needs and circumstances.

When an applicant is hired at the Nebraska Student Union, a manila envelope bearing his name goes into our files. All records and reports bearing his name are inserted in this envelope, with the exception of a file card that is kept in the visible card file for easy reference. When the employee leaves the Union, this envelope becomes his permanent record and is available to us when giving references. The file gives complete information on the employee's service record and earnings record as well as his personal data.

As part of an educational institution employing people who are here primarily to learn, we believe we must take upon ourselves an added obligation as an employer. That obligation is realizing that a student's employment should properly be a part of the educational process during his college life. We were determined that our student employees should receive training, by experience, in proper work standards and job responsibility. Better to judge the results, we initiated a complete merit rating system to be incorporated as part of our records. All student employees are rated each semester by three of their superiors. The rating is on 10 qualities, varying from personal appearance to job efficiency. These ratings are graded numerically, averaged and recorded, and thereafter are part of that student's service record. This record is used not only for promotion here but also for references on any future job.

STUDENT LABOR PROBLEMS

Determined to make a success of a personnel program consisting largely of students, we made every effort to solve the following problems that we recognized as apparent "evils" of student labor:

Large Turnover. There is no doubt that turnover will be great in any stu-



2. Mechanics of a program for

STUDENT PERSONNEL

ROGER T. LARSON

Assistant Director
University of Nebraska Student Union

dent labor situation. Turnover of personnel often is used as a yardstick in measuring the effectiveness of a personnel system. Recruiting and training of personnel are costly. We decided to approach the problem in two ways: first, reduce turnover as much as possible, and, second, make each turnover cost less.

To reduce our turnover between semesters we announced to our students that a longevity raise of 5 cents per hour would be granted for each two consecutive semesters of satisfactory work completed. A student who works at the Nebraska Union his full four years in college can increase his hourly wage by 20 cents on longevity alone, irrespective of any job advancement. We now find that many of our student employees complete three and four years of work at the Union during their college career. One student, who recently completed his master's work, left us after six years in our employ!

To reduce turnover during semesters we announced that at the end of every semester each student employee would receive an additional 5 cents per hour for his past semester's work if he met

the following conditions: completed the semester's work, including his scheduled hours during test week; had no absentee reports and fewer than four work substitutions during the semester; had followed the general rules and regulations and received a satisfactory merit rating. This plan has reduced turnover during the semester to a new low and has prompted additional effort to do a good job.

JOB ANALYSIS SHOULD FIT JOB

To reduce the cost of turnover and to promote continuity, we set up a complete detailed job analysis of each student job at the Union. These were originally written by the employees themselves and edited by supervisors and staff members. These are used continuously, but it is most important that the job analysis fit the job, and not vice versa.

Realizing that procedures do change, we revise our job manuals often and keep in step with current on-the-job practices. Students, with their relatively greater learning capacity and enthusiasm, are quick to learn a new job, provided they receive the correct type

**THE STUDENT UNION
JOB RELIEF CONFIRMATION**

I, _____, with full knowledge of substitution rules, request relief from my scheduled duties in _____ on _____ from _____ to _____ by the _____ (place) _____ (date) _____ (time) _____ (time) _____ authorized substitute whose signature follows:
The above hours of substitution have been accepted by me, _____ (signature) _____ (phone) _____, and I will perform the duties as specified.
Date: _____ Approved: _____ Pers. Mgr.

This request must be submitted to Personnel Manager at least 24 hours in advance of the substitution and preferably 2 days or more. ONLY FOUR (4) SUBSTITUTIONS A SEMESTER ARE AUTHORIZED FOR EACH EMPLOYEE.

PLEASE CHECK REVERSE SIDE FOR ADDITIONAL RULES

Form P-4

CONFIDENTIAL - Return to Personnel Department

STUDENT UNION EMPLOYEES MERIT RATING

EMPLOYEE'S NAME _____ DATE _____ RATING PERIOD _____
POSITION _____ DEPARTMENT _____ RATED BY NO. _____

RATE THE EMPLOYEE ON THE BASIS OF THE ACTUAL WORK DONE FOR THE PAST SEMESTER. BEFORE EXPECTING TO FILL IN THE REPORT, IT IS NECESSARY TO HAVE IN MIND THE EXACT QUALITIES ON WHICH THE EMPLOYEE IS BEING RATED. STUDY THIS FORM CAREFULLY. COMPARE EACH EMPLOYEE WITH OTHERS WHO HAVE DONE SIMILAR WORK. PLACE A CHECK (X) MARK ON THE LINE OVER THE TERM WHICH BEST DESCRIBES THE EMPLOYEE'S STANDING ON THIS QUALITY. IF YOU THINK THE EMPLOYEE RATES BETWEEN THE VARIOUS TERMS, PLACE CHECK MARK OVER THE SPACE BETWEEN.

IS EMPLOYEE'S APPEARANCE SATISFACTORY	ALWAYS NEAT AND CLEAN	GOOD	AVERAGE	POOR	ALWAYS SLOPPY
WHAT KIND OF ATTITUDE DOES HE HAVE	WANTS TO PLEASE	GOOD	AVERAGE	POOR	DISINTER- ESTED
DOES HE COOPERATE WITH YOU AND OTHERS	VERY COOPERATIVE	GOOD	AVERAGE	POOR	THINKS OF HIMSELF ONLY
IS HE DEPENDABLE	VERY RELIABLE	GOOD	AVERAGE	POOR	VERY UN- DEPENDABLE
IS HE EFFICIENT	OUTSTANDING	GOOD	AVERAGE	POOR	DOES POOR WORK
DOES HE HAVE THE PROPER INITIATIVE	VERY RESOURCEFUL	GOOD	AVERAGE	POOR	ALWAYS HAS TO BE TOLD
DOES HE SHOW GOOD JUDGEMENT	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
DOES HE HAVE A GOOD KNOWLEDGE OF THE JOB	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
WHAT IS HIS PUBLIC MANNER	COURTEOUS FIRST	GOOD	AVERAGE	POOR	NO RESPECT
IS THIS EMPLOYEE PUNCTUAL	ALWAYS ON TIME	GOOD	AVERAGE	POOR	SELDOM ON TIME

COMMENTS: EVERY RATING OF POOR OR BELOW MUST HAVE COMMENT

FORM P-5

CONFIDENTIAL

of training. Besides receiving a job analysis, each new employee is scheduled for a private "class" on the job, with a supervisor or older employee acting as instructor. This past year we have used one "specialist" student, who because of his experience at a supervisory level in all departments of the Union does most of this instructing, except at the beginning of the semesters when larger groups of new students are hired. I might add that our student supervisors and some older student employees return to the campus before school opens to assist in training new employees.

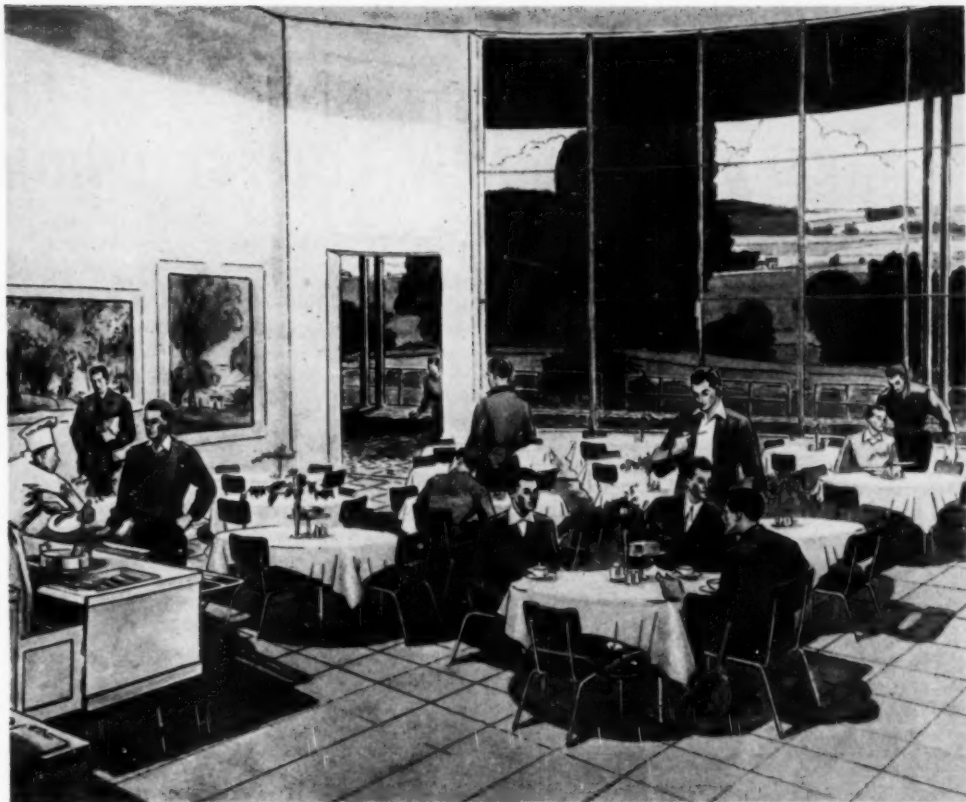
Inefficiency. Often student employees, although of high intelligence and vitality, are found to be inefficient at part-time jobs. We believe that most of this is due to lack of interest; instead of the student's being too ignorant for the job, the job is too dull in nature for the student employee. To create and maintain the interest of the student in his job, we established certain procedures, many of which encourage competition among students.

Our student employees occupy jobs at various levels of responsibility and all promotions are made from within the ranks. The better jobs pay a larger wage and the competition encourages interest and efficiency. All promotions are made on the basis of merit ratings.

In order to relieve the personnel office and to teach students proper responsibility, we require any student who wishes to be absent from his duties on a particular day to submit a completed substitution form. On this form is recorded by signature the name of the qualified substitute who is substituting for him, the date, time and department. More than three such substitutions per semester disqualifies an employee from participating in the bonus plan.

Any employee will work more efficiently if he is aware of the over-all objectives of the "company" for which he works. Printed information given every employee not only explains all personnel policies and procedures, but the Student Union's purposes and goals as well. In addition, we have created an employee council, which is composed of students representing each operating department of the Union. These students, elected by their fellows, act as delegates to the council and bring forth problems and suggestions to the group, who in turn make recommendations to the staff. Not only is this beneficial to the employees, but the staff is able to

COLLEGE and UNIVERSITY BUSINESS



Our employes now eat in the regular cafeteria. Formerly we operated a separate dining room for them.

keep in close contact with student opinion. The employe council also plans social and recreational functions for Union employes.

Control. "One boy equals one boy; two boys equal half a boy, and three boys equal no boy at all." That old adage expresses fairly well what can happen when student employes do not have proper supervision.

To cope with this problem we set up organizational procedures whereby all employes, regardless of their departmental duties, are under the supervision of one staff member; in this case, the assistant director. All recruiting, hiring and scheduling of employes are done in his office. Actual supervision of employes, of course, is delegated through department supervisors, who are students or full-time employes or both, depending on the department. Frequent meetings are held with the supervisors, and individual employes are counseled only if the supervisor cannot handle the situation. Our super-

visors are selected carefully on the basis of merit and experience, and control of individual employes has been a minor problem.

Formerly we operated a separate dining room for employes but now our employes eat in the regular cafeteria. A certain sum is allowed for each meal, the sum being established periodically by the employes themselves through the employe council. Student employes are charged, by pay deductions, for only the actual food cost of a meal selling for that set allowance. Employes are paid by check for any money earned over and above their meal deductions. Most of our student employes work at the Union in order to receive their meals, and we have found that providing them with an adequate amount of food of *their own choice* keeps their morale high.

In order partially to eliminate inefficiencies arising when employes work just a few hours per week, we pay 10 cents per hour additional to

students who work more than 20 hours per week. We have found this differential to be worth while because a student who works 20 hours or more is likely to consider his job as more important.

Let's take a look at the comparative costs and benefits of our program. We feel three groups have benefited by this improved personnel system: first, the Student Union operations. Our personnel administrative cost has risen less than 1 per cent of total sales; however, our total labor cost has decreased about 8 per cent of total sales without service or standards being sacrificed. Second, our customers are receiving more for their money. Through the increased efficiency, we have been able to increase our food cost percentage, which is reflected in satisfied customers and increased business. Finally, our employes are more qualified upon being graduated from the university and will have to make less drastic adjustments in their jobs after graduation.

What to anticipate in

READYING A NEW COLLEGE UNION

ONCE THE PLANNING AND CONSTRUCTION PHASES OF each individual project have been nearly completed, there comes a most important period in the life and development of every college union. It might be referred to as a period of anticipation. These anticipations, before actually becoming reality, should be the concern of students and administrators alike. They mean immediate success or failure of the entire program that follows.

The following is a recapitulation, in outline, of the results of my experience, coming upon the scene and actually plunging into all phases of the development of a new union project.

The director must first become adjusted to his new home and union. He must take over all responsibilities of those with the project before his arrival. Several meetings with the individual or the administrative group to whom he will be responsible would be helpful. Getting acquainted and delving into the vast complex problems could be overwhelming to this person. He will need help and assurance.

He must learn what has transpired; make note of suggestions offered, and learn what they and others expect of both the facilities and personnel.

The director should acquaint himself with the contractor, subcontractors, the architect and/or his representative to learn of all problems connected with the physical plant—and he must become involved in existing problems of completing the work yet to be finished.

Frequent daily trips through the project may become necessary to enable him to keep pace with developments. The workmen usually are concerned only with the completion of a task, not what happens upon the usage of the facilities. If an improper installation can be prevented, it will save time and expense for all concerned.

- Carpentering
- Electrical work
- Equipment (installation)
- Plumbing and heating
- Telephone (installation and placement)
- Landscaping

SETTING UP PLANT FOR OPERATION

Hiring the staff:

- Administrative and clerical
- Janitors and cleaners
- Food department employees:
 - Manager
 - Accounting staff

Inspection and placement of all furniture and equipment. Check all purchase orders for nondelivery of items. It is

essential that the schedules for the completion of certain areas be checked carefully. This will prevent recleaning and damage to furniture and equipment.

A chart, in color, showing identification numbers for the arrangement of the furniture would be an inexpensive guide for each employee involved in this setting up process. This method will allow the director to be free for other things and the job will progress freely in his absence.

- Press source for completion of orders
- Return damaged items
- Identify all articles by number
- Return all items not ordered

Final cleanup and check for missing and incompleted portion of all phases of construction:

- Press source or responsible persons for completion
- Purchasing of supplies, maintenance supplies, and equipment:

Quality

- Purchase from reputable supplier
- Do not price-buy
- Compare all products intelligently

Quantity

- Estimate amount needed after check with department head of maintenance staff
- Purchase only current needs. You may want to change type of product

Sizes

- Make certain that sizes ordered are accurate
- Make actual measurements before ordering

Source

- Choose the companies you deal with carefully
- Deal with those that give the best service and have what is readily needed available

ESTABLISHING POLICY AND DECORUM FOR BUILDING OPERATION AND USAGE

Plan complete schedule for all facilities

Begin thinking about social functions (schoolwide possibilities) to mesh with the already established and accepted program

Develop plan by which you can win campus support for the new union

Work out plans with as much student participation and cooperation as seem necessary

Publish rules of decorum and prepare publicity releases

Student employment:

- Selection
- Method of payment
- Job analysis
- Work adjustment to class schedule

FRANKLIN C. DALLA

Director College Union, Residence Halls, and College Food Service
New York State College for Teachers, Albany

ABSORBING SHOCK OF ARRIVAL OF ENTIRE STUDENT BODY AND COLLEGE FACULTY

Make every endeavor to get them to use and respect the facilities

The establishing of the general atmosphere (conduct at the proper level) is essential

The director should meet with the entire student body (one group or several small groups). This meeting should be an attempt to let the students know what they can contribute and what will be expected of them in this new experience

Let all know what their individual financial responsibilities are, and how they can profit most by using the facilities and enjoying all that is available

TYPICAL SNAGS AND SNARLS TO WATCH FOR

General

Understaffing or overstaffing

Attitude of employees

Misinterpretation of noncollege groups of the purpose and function of the facilities

Analyzing and adjusting to criticism

High pressure salesmen

Physical

Unfinished walks and roads hindering deliveries and making safe passage difficult for pedestrians

Poor lighting outside creating after-dark hazards

Faulty compliance with specifications, such as lack of storage shelves and storage space, kitchen utensils and equipment, motor sizes, and improper placement of equipment

Traffic bottlenecks both inside and outside building

Improperly used space and equipment

Delegation of authority

The director should become involved in all phases of the operation. However, it is important that some details of management be delegated.

Housekeeping: head of maintenance staff or housekeeper

Program: assistant director, social director, and so forth

Meetings: desk and secretary

Interviewing salesmen: director or department head

Food services: food manager, dietitian

Employment: department head with consent of management

Trouble shooting: all department heads and director

Special events: all department heads involved

CONSIDERATION OF THE DIRECTOR

It is necessary that the anticipated director be given full faculty status and complete support of the faculty. If the director has been highly recommended and carefully selected, he or she will be worthy of the confidence placed in him. He has a tremendous job to do and, if it is made known to him that he has this support, his job will be

made much simpler. The results now anticipated will be completely successful.

It is exceedingly important that a full-time director be hired as soon as it is financially possible. He should be present when plans are first being discussed. A director who can mold the pieces together from the very beginning will have better insight to all problems and will have the advantage of building a strong foundation for what is to follow.

The anticipated director should possess the following qualities:

Ability to work with and for students

Calm, reassuring analytical concern for any and all problems brought to his/her attention

Sincerity and integrity

Working knowledge of all departments under his direction. These include food, housekeeping, engineering and business

Business ability with some knowledge of accounting and office management

Belief in group participation and decision

Understanding and interest in sports, music, art or any other activity that is not academic but co-curricular in nature

ANTICIPATED PURPOSE OF THE NEW UNION

Union buildings on college campuses throughout the United States have assumed increased significance in recent years. These unions are providing an important experience that is giving a richer and a more enjoyable campus life to all members of campus communities everywhere.

At present, many college unions are in the planning and construction stages. They are, undoubtedly, going to be complete with every necessary facility, well designed physically for the purpose they were meant to fulfill. The physical layout and over-all construction certainly are very important. There should come along with the anticipated completion of the physical plant, however, the concern of the college about the development of ideas in anticipation of what will be the realization of actual activity within the walls of the structure.

It is a fact that the anticipated purpose and growth of purpose of some of these unions is a matter not clearly thought out at the proper time. This purpose can be clearly defined and should be, before the entire program finds itself on a rough detour.

Often in the development of these luxurious facilities, the opinions and the desires of the students are not given proper recognition. Too many times administrators think of the operation as just another source of income or place to feed the students, faculty and employees. Persons engaged in union administration, however, are concerned with a purpose much more important, that purpose being the experience of student participation in planning, arranging and managing in the interests of all others of their campus groups. This experience in management and participation has an intangible educational influence upon all that participate and believe in the philosophy of the democratic principles involved.

One college attacks

OBSOLETE PLUMBING

EVERY PLUMBING SYSTEM EVENTUALLY reaches the point at which replacement is more economical than repair. When this happens, it is advisable to modernize not only for the sake of student health and morale but because it is good business practice.

In many schools, original plumbing systems are beginning to show their age and the effects of use and abuse. Toilet and shower rooms often are shabby and insanitary, and many of the fixtures are inoperative a good deal of the time. Costly repair seems never-ending. But while many schools realize that modernization is the answer, few know exactly how they should go about it.

Beloit College did, and its story serves as a touchstone for other schools with "problem plumbing." The original plumbing in two of the men's residence halls was installed in 1921. Many of the fixtures in the 15 toilet rooms were unsightly and worked only part of the time. Plugged drains, flooded shower rooms, and leaky faucets were constant reminders that the system was beyond repair.

Once the decision was made to rejuvenate the plumbing system in the two halls, the first step made by college authorities was to consult with a plumbing contractor. They called in a local plumbing contractor to make recommendations. This is what he found:

The piping system wasn't adequate. Much of the piping was too small to carry a load far beyond that contemplated when the college was built and the piping originally installed. Much of the piping had corroded, and pipe that was not already leaking would soon be doing so. Traps for fixtures were corroded and clogged.

Many water closets were inoperative. The flushing mechanism in the tanks had long since surrendered to curious students who fancied themselves amateur repairmen every time the tank did not function properly.

DURWARD HUMES

Plumbing and Heating
Industries Bureau

Lavatories and urinals were too few. The college had grown far beyond its original enrollment and had surpassed the most optimistic estimates of future growth. The result was long lines of students waiting their turn for use of the facilities and consequent neglect of proper health habits.

The shower cabinet receptors, installed many years ago, had deteriorated to the point that toilet room floors—and the rooms below—flooded whenever the showers were used. Many attempts to patch the leaks had proved fruitless. Many single shower stalls contained two shower heads, which

disregarded privacy requirements. The shower heads were clogged, some of them merely producing a drip rather than a spray, and all of them alternately scalding and chilling bathers when heavy demands were made on the too small supply pipes located elsewhere in the dormitories.

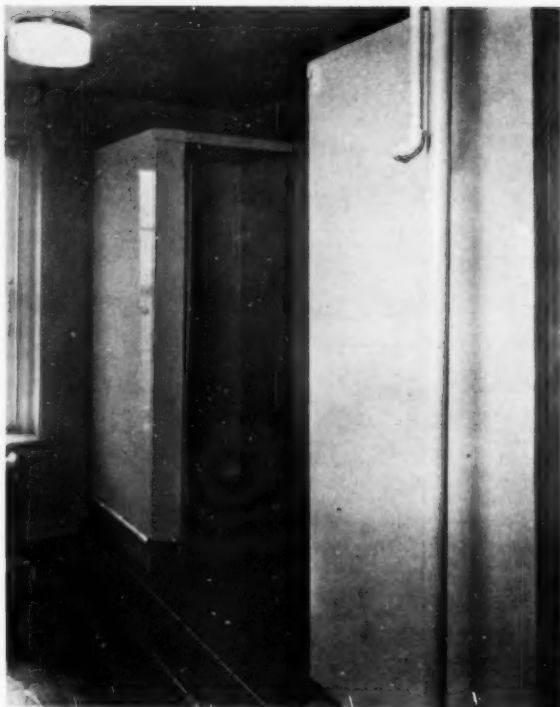
The old, worn concrete floors were next to impossible to keep clean and presentable. Poor lighting and general shabbiness discouraged student use in general and proper health habits in particular.

The plumbing contractor recommended and, after approval, installed a modern plumbing system throughout the 15 toilet rooms.

The old piping was completely re-



Neat new water closets were installed, and the walls around them were painted to match. The flush valve and siphon jet flushing action meant quiet, efficient and tinkerproof operation.



These stalls are attractive and private. The showerhead is adjustable to any spray desired and the water can be tempered with ease. The new tile floor is a joy to step out upon.

placed with new and correctly sized piping, and new traps were installed throughout the system. These steps eliminated the danger of damage from leaking pipes and expensive repair bills for clogged traps.

New siphon jet fixtures replaced the outdated water closets. Flush valves were chosen for the water closets to discourage the tampering instincts of the students who had attempted to "repair" the old tank models. Flush valve water closets, moreover, provide more positive action and usually will stand up better under heavy use than will tank fixtures. In accordance with plumbing regulations, the flush valves were equipped with vacuum breakers.

PROMOTE BETTER HEALTH HABITS

A urinal and lavatory were added to every toilet room to facilitate rush-hour traffic and to promote better health practices. All the lavatories were wall-hung to make cleaning easier. (Incidentally, a urinal has been developed recently for women's washrooms which has no seat and therefore need not be touched while being used.

Highly popular in theaters, restaurants and other public washrooms, it is fast being adopted by schools as well. Health authorities and women alike acclaim the complete sanitation afforded by these new fixtures.)

INSTALL SHOWER CABINETS

The old shower stalls in the Beloit residence halls were replaced by factory-built shower cabinets. The walls of these enameled steel cabinets are fitted to a precast ceramic base so that they are completely waterproof. Two individual shower cabinets replaced the old two-in-one stalls, adding privacy and easing traffic congestion.

Bathers at the Beloit dormitories are now using shower heads equipped with mixing valves that enable the user to adjust water temperature with ease. Spray mechanisms are self-cleaning and adjust to a wide variety of sprays.

All of the faucets and fittings were replaced. The new faucets have removable seats for easy repair and their sturdier parts are more resistant to wear. Only a quarter turn is necessary to obtain full water pressure. A mod-

ern trend in public washrooms is to install combination faucets that permit the user to wash in tempered water.

The toilet room floors were covered with ceramic tile for simpler cleaning and improvement of room appearance. New lights, individual mirrors, and a coat of waterproof paint on the walls brightened the rooms.

The principal considerations for a plumbing system—as the Beloit modernization illustrates perfectly—are fixtures that will stand up under heavy use and some abuse, toilet rooms that are designed for sanitation and ease of cleaning, and a proper ratio between the number of fixtures and the number of persons using them.

Vitreous china fixtures and chromium plated brass faucets and fittings meet the first requirement, as do the prefabricated shower cabinets. Tiled walls and floors and wall-hung fixtures make possible more thorough cleaning.

The following tables will serve as a guide to the proper ratio of fixtures to persons using them. It should be borne in mind, however, that these ratios are absolute minimums.

<i>No. of Persons</i>	<i>Min. No. Water Closets and Lavatories</i>
10- 25	2
26- 49	3
50-100	5
Over 100	1 for each additional 30 persons

<i>No. of Persons</i>	<i>Min. No. Urinals</i>
20- 60	3
60-100	5
Over 100	1 for each additional 20 persons

Drinking fountains are another consideration in remodeling. Care should be taken to select units with protectors over the spout so that the drinker's mouth doesn't come in contact with the base of the water stream. Fountains may be wall-hung and operated with a hand valve, or they may be of the pedestal type and operated with either a hand valve or a foot pedal.

Remodeling in cases comparable to the Beloit dormitories costs no more than the expense of continuing repair and maintenance of old equipment. Remodeling, however, should not be considered solely in the light of cost. The effect of bright, attractive, sanitary toilet rooms on the morale and health of students is worth many times the price of new piping and fixtures.

FRED L. MARKHAM

Architect
Provo, Utah

MAXIMUM STUDENT PARTICIPATION in determining the functions and facilities of the new Student Union Building at Utah State Agricultural College has keynoted its development.

The first step in the current activity was taken during 1945 when a joint committee was named, consisting of representatives from the board of trustees, the faculty, the student body, and the alumni with the dean of students, Daryl Chase, acting as the main spring. This group immediately instituted a study of needed facilities. Student opinion was canvassed and the results were tabulated. Because of the existence of a temporary Union building, housed in army barracks, it was possi-

ble to obtain basic information of great assistance in the analysis of the Union problem. To further expand this study, a program consultant was requested to make an investigation of the needs of the college. His study resulted in a comprehensive tabulation of suggested services, program of action, and financial structure.

With this in hand the architect was requested to make a further study of the campus situation. After discussions with faculty members, the facility list arising from the original surveys was modified slightly. This was then placed in the hands of student organizations, fraternities and faculty groups for their evaluation and criticism. Their observations were brought together and a final working facility list was made.

Provisions for large functions, such as dancing and food service, were then subjected to further scrutiny. The dancing program was critical. Since the school has a tradition of several large dances each year, it was felt ad-

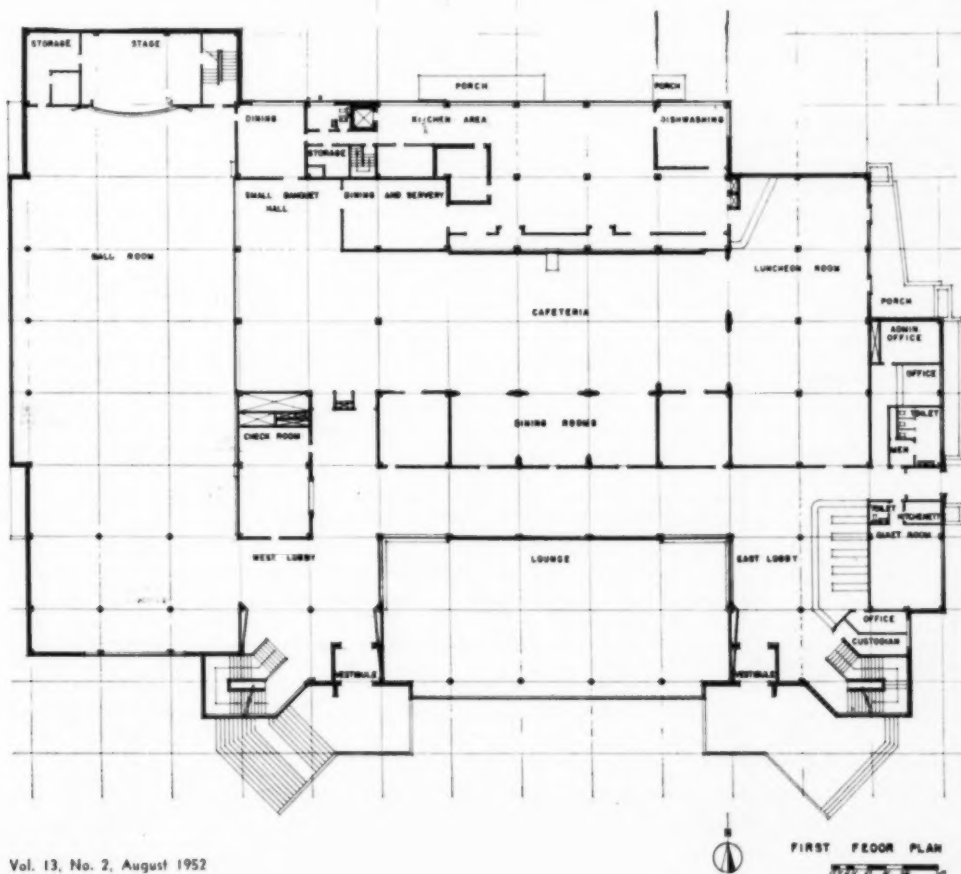
visable to provide facilities for 1500 couples or more. To house this number in a single space required a floor much larger than was justified from the funds available.

The college maintains a schedule of weekly dances student-body-wide in their appeal. It was determined that this weekly dance size should govern the capacity of the basic ballroom and that expansion into adjacent spaces should be provided to accommodate larger groups. Attendance at weekly dances over a three-year period was studied, and an optimum anticipated attendance of between 400 and 500 couples agreed upon. The basic ballroom floor was then designed to this requirement.

Food service was subjected to a similar analysis and space was provided in conformity with the findings.

CAMPUS LOCATION

The location was set between the athletic center, the field house, and the



central college quadrangle. This spot is also conveniently related to the fraternity and sorority houses and an area tentatively selected for men's dormitories. The Union is immediately accessible to the automobile entrance to the campus and is adjacent to a large automobile parking area.

The use of outdoor facilities is limited by the climate, there being less than four weeks of the regular school calendar year when it is comfortable to conduct outside evening activities. For this reason the indoor-outdoor relationship was not stressed. Access from the luncheon room to an outdoor garden space has been provided for use when the weather permits.

PLAN FEATURES

It was early determined to provide a structural form that would make possible future adjustments in room arrangement. This, of course, must be limited, owing to the fact that large areas, such as the cafeteria and ballroom, need wide spans, high ceilings, and have expensive service equipment adjacent. The column and floor structure is such that partition walls within the building may be built, removed,

relocated or shifted without the college being involved in a basic structural change.

The first floor is devoted to book store, health clinic, student crafts, student lockers, games, fountain service and storage. Access to storage is by elevator and package slide.

The main floor contains principally the ballroom, banquet hall, lobbies, lounge, cafeteria, luncheon room, and service kitchen. The basic advantage of the main floor arrangement is that the entire area, with the exception of the service kitchen, may be opened to use for one social function, making it possible to accommodate 1500 to 2000 couples at one time. This is accomplished by folding partitions.

Music may be picked up at various points and transferred through the sound system to any part of the building. Provision is thus made through the opening or closing of space to accommodate functions ranging from very small groups up to approximately 2000 couples, with conveniently located food service and lounge space. Properly assigned, several varied functions also may be held simultaneously.

The lounge and ballroom have been

provided with extra large windows. That of the lounge looks out upon the central quadrangle framed between two instructional buildings. The ballroom window opens to picturesque Cache Valley extending miles to the west and north. This floor also accommodates the manager's office as well as a quiet room for girls, checking facilities, and information center.

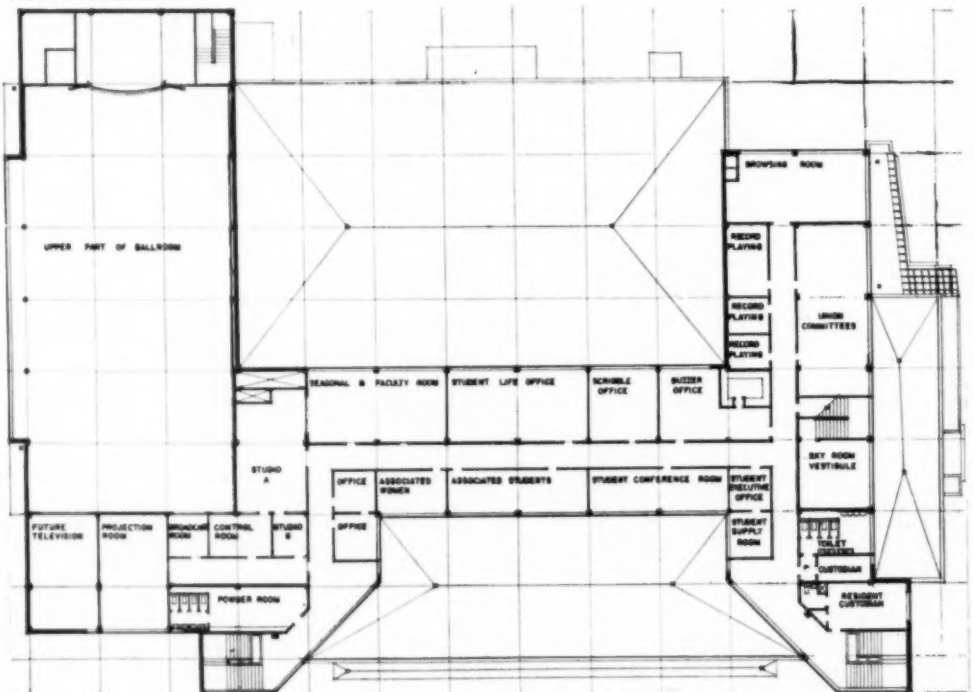
The second floor accommodates the student body offices, browsing room, record playing rooms, a small apartment for the resident custodian, together with a radio broadcasting room and future possibilities for expansion of television and communications.

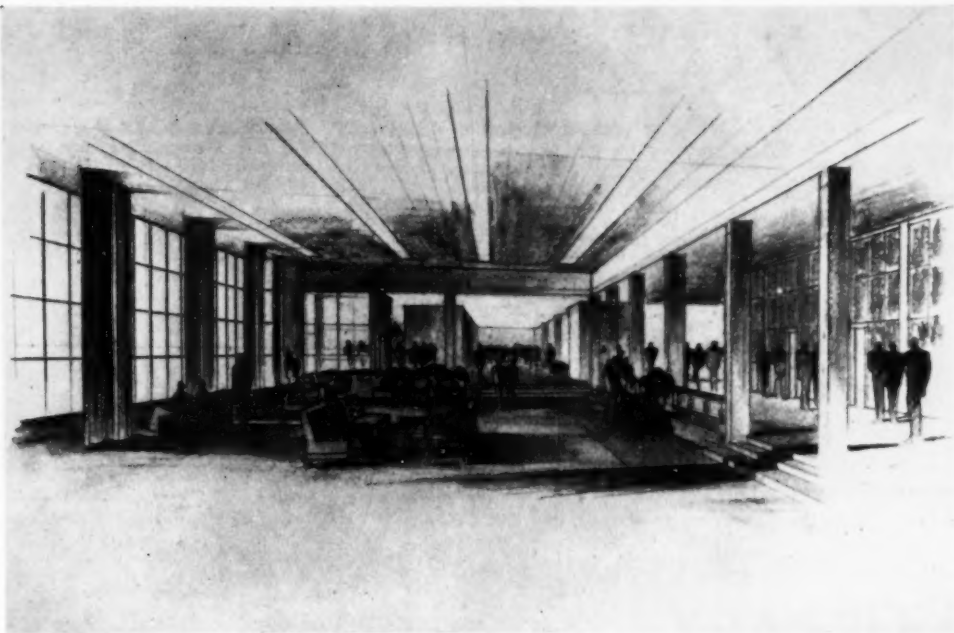
On the third floor is the Skyroom opened wide to the view of the majestic Wasatch Mountains, which border the campus on the east. This room is provided with kitchen service, toilet facilities, and lounge so that it may be utilized for daytime luncheons, special meetings, and evening socials.

MATERIALS USED

The exterior of the building is constructed of a locally burned cream colored brick that has been utilized for the majority of the campus buildings.

SECOND FLOOR PLAN





View of the lounge looking west in the new Student Union Building at Utah State Agricultural College.

This will be trimmed with white cast stone. Windows are aluminum and steel. The sloping portion of the roof is covered with rigid asbestos shingles, the flat portion of built-up tar and gravel.

Lobbies and entrances are finished with terrazzo floors, a 7 foot marble wainscot and hard plaster walls. All ceilings in these areas are perforated acoustic board. The lounge is similarly finished, except that the floor covering is rubber tile.

The cafeteria has terrazzo floors and plaster walls. Walls of the banquet room and the east wall of the main ballroom are finished in oak paneling. The rest of the ballroom walls are hard plaster. The columns showing in the ballroom and lounge are finished with terrazzo. Stairways are terrazzo with aluminum hand railings. The rooms of the second floor are, in general, finished with asphalt tile floor covering, plaster walls, and acoustic ceilings. Dance floors of the ballroom and Skyroom are maple.

The kitchen has a quarry tile floor and glazed terra cotta tile walls. The ceiling is metal pan acoustic. Elevator and dumb-waiters are provided for food service and deliveries.

Heat is supplied from the central steam plant of the college, heat ex-

changers and fans being utilized except in minor rooms where steam convectors are provided. The lighting, in general, is recessed fluorescent fixtures with special spotlight effects in the ballrooms.

MISCELLANEOUS INFORMATION

The total area of the building is 106,000 square feet and the total cubage, 1,575,176 cubic feet. The main ballroom contains 9600 square feet, anticipating a possible accommodation of 480 couples. The total area available for dancing is approximately 17,500 square feet.

The cafeteria is designed to seat 400; the banquet room will accommodate 150; the luncheon room, 200, and the ballroom, 1000, making it possible to serve approximately 1750 at a large function.

Food services are varied in type. Two cafeteria counter lines are contemplated: one to permit free selection, a second to offer a fixed price plate for faster service. At the luncheon room counter single dish orders may be selected to augment a sack lunch or give a quick snack. Table service will be offered in the Skyroom. The cafeteria counters and Skyroom will be open on a limited time basis. In the cafeteria, small luncheon meet-

ing room areas may be provided by means of folding partitions.

The fountain, located in the basement, will carry the usual fountain and quick lunch service and will be open whenever the building is in use.

Provision is made for six bowling alleys, six table tennis units, and eight billiard tables.

Payment for the structure is based upon the sale of revenue bonds, which will be retired from the proceeds of student activity fees.

Original construction on the building began in September 1949. The college at this time had sufficient funds to build the footings, foundations and first floor structure. Additional funds were anticipated from the sale of bonds. A legal difficulty arose and the building had to be stopped at the first floor structural level pending a decision from the state supreme court. This delayed further construction until the spring of 1951.

The initial contract for the foundations and first floor structure amounted to \$120,987. The second contract is \$889,000, making a total commitment to date of \$1,009,987.

Equipment, furnishings, architectural fees, and miscellaneous items will bring the total cost to an anticipated \$1,250,000.



LIBRARY *for Minnesota's School of Agriculture*

THE NEW LIBRARY BUILDING, recently constructed at the St. Paul campus of the University of Minnesota, breaks with tradition in many ways, and was designed to bring the latest in library facilities to students attending the school of agriculture there.

Located in a beautiful grove of trees on a sloping tract of land near the center of the campus, the new building has a subbasement, partially exposed basement, first and second floors, and penthouse.

Faced with a low construction budget, the architects, Magney, Tusler and Setter of Minneapolis, worked with Roy Childs Jones and Winston A. Close, university architects, to provide the most facilities possible in a building only 70 by 140 feet in size.

The result is a structure which has study facilities for 492 students at a time and which also has stack space for 142,000 volumes. One innovation is the use of the Wheeler system for stacking books, as contrasted to the traditional closed stack system. This makes possible an "open stack" planning principle, more accessibility to books and more flexibility in room arrangements being provided.

JOHN WITHY
Magney, Tusler and Setter
Minneapolis

The building's subbasement houses storage, heating equipment, a transfer vault, and other service equipment. The basement, which has a full tier of windows along the south wall, has a reading room for 136 students, a receiving room for truck delivery, and a book stack area for 57,715 volumes. There also is a staff lounge and lunch room.

On the first floor, the main entrance at the northwest corner opens into a large public lobby, half a flight up. Walls of the room have book display shelves and tack boards, while straight ahead from the entrance is a large reception desk and card catalog charging desk. Behind this area are reserve stacks for 20,000 volumes. Also on this floor is a general reading room, with study space for 130 students, as well as administration offices. These include quarters for the librarian, secretary, cataloging and circulating departments, and typing and microfilm rooms.

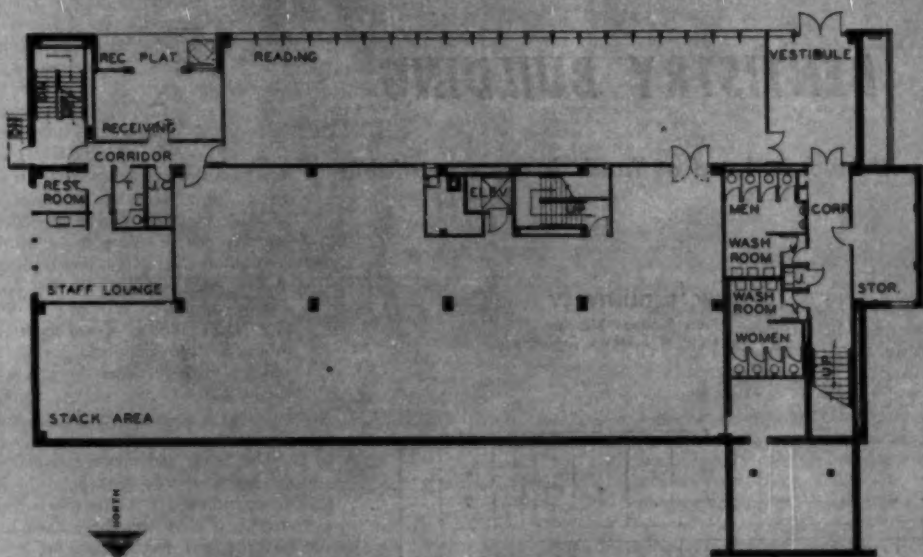
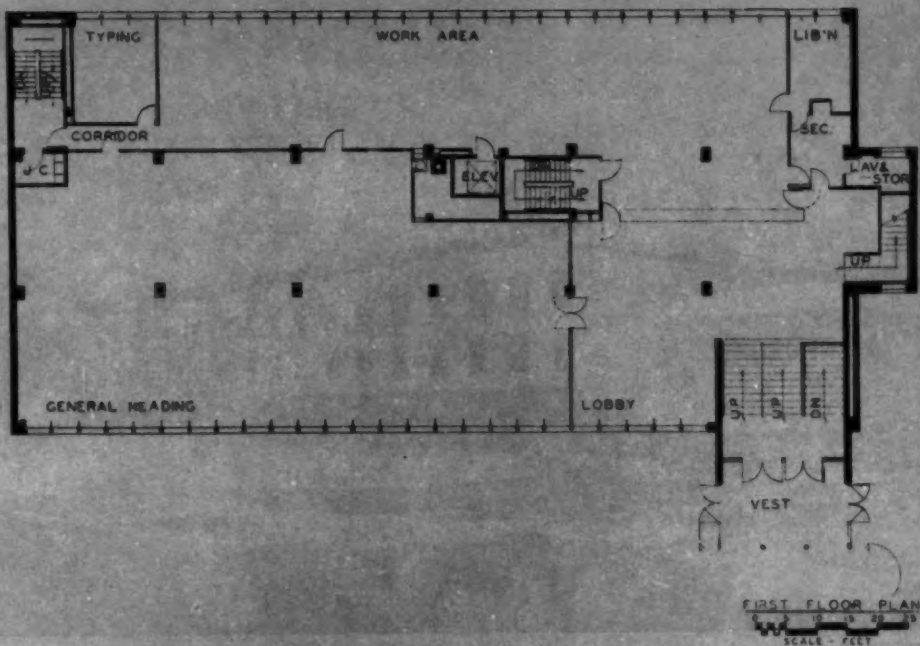
The entire second floor is devoted to reading and book stack area, accommodating 61,500 volumes and 225 readers. Tables are on the north side of the room, and windows on this floor, as well as on the others, have special fins jutting inward from the window frames to reduce the glare from sky brightness.

The top penthouse floor has two rooms for mechanical equipment, as well as a large seminar room that can be divided into two separate areas by use of a folding screen.

Solid strips of windows around the main reading rooms, together with glass walls enclosing two sides of the corridor and stairwells, give the exterior a modern appearance. Most of the windows can be opened for cleaning purposes only, with ventilation and air circulation coming from louvers above each window sill.

The exterior is finished in face brick.

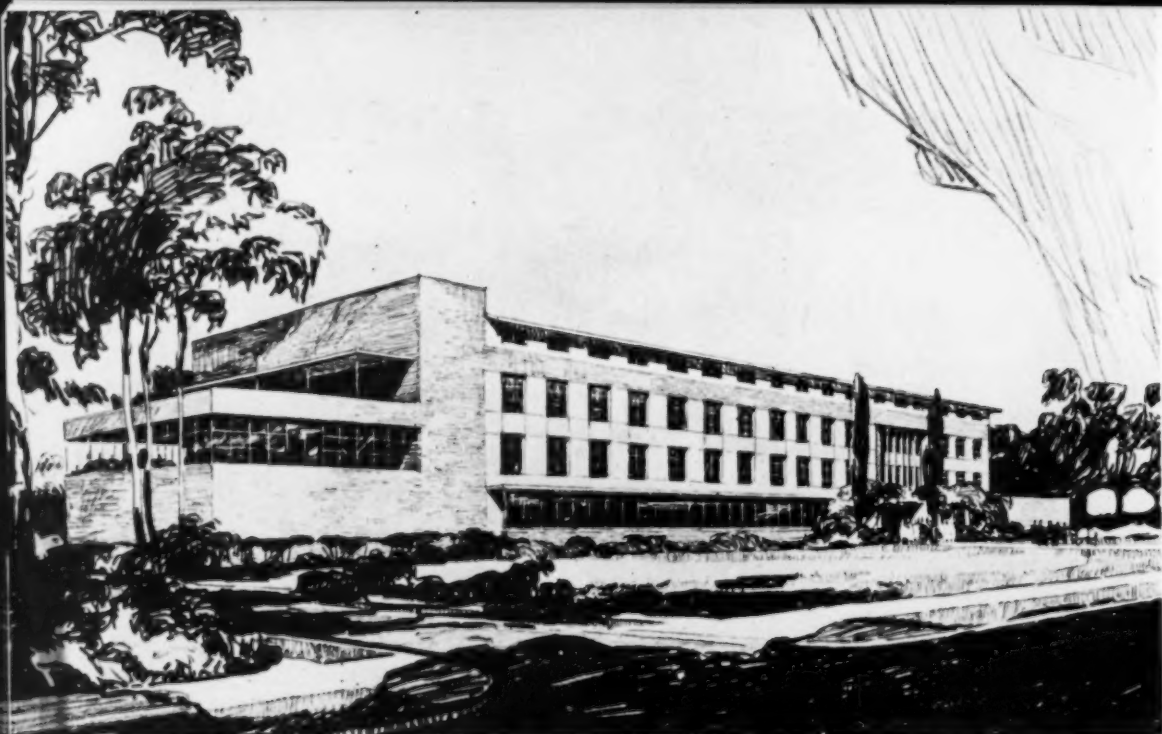
Contracts for the library totaled \$596,661; incidental costs, including furniture and equipment, architectural fees and utilities, brought the total cost of the structure to \$713,000, the amount appropriated for this purpose by the 1949 and 1951 legislatures.



UNIVERSITY OF MINNESOTA LIBRARY BUILDING - ST. PAUL CAMPUS

MAGNEY, TUSLER & SETTER
ARCHITECTS & ENGINEERS
MINNEAPOLIS, MINNESOTA

ROY CHILDS JONES & WINSTON
A. CLOSE - ADVISORY ARCHITECTS
MINNEAPOLIS, MINNESOTA

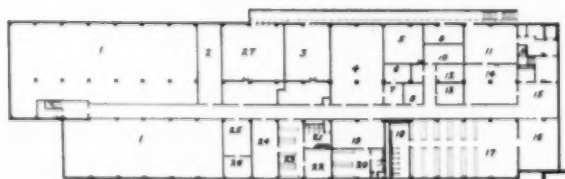


DENTISTRY BUILDING

will be completed as funds become available

W. S. DUNIWAY

Press Relations Manager
University of Southern California



- | | | |
|--------------------|----------------------------|-------------------|
| 1 UNFINISHED AREA | 10 DENTAL EQUIP. REPAIR | 19 STAFF ROOM |
| 2 GENERAL STORAGE | 11 RECEIVING | 20 STAFF LOCKERS |
| 3 PAY ROOM | 12 FIXED PROSTHETIC OFFICE | 21 WOMEN |
| 4 REFERENCE ROOM | 13 PROSTHETIC OFFICE | 22 REST ROOM |
| 5 MAIN SWITCHBOARD | 14 STUDENT STORE | 23 WOMENS LOCKERS |
| 6 MIMEOGRAPH | 15 STUDENT AREA | 24 WOMENS LOUNGE |
| 7 LIBRARIAN | 16 STUDY ROOM | 25 GENERAL OFFICE |
| 8 OPERATIVE OFFICE | 17 MENS LOCKERS & LOUNGE | 26 FINANCE OFFICE |
| 9 TELEPHONE EQUIP. | 18 MEN | 27 BOILER ROOM |



TENTH AND LAST STRUCTURE TO BE erected in a \$10,000,000 three-year building program, a new school of dentistry on the University of Southern California campus, is now ready for students. However, only the first floor and basement were completed at this time. The university is seeking funds to build three additional floors for which plans have already been drawn. Eventual total cost of the dental building is expected to be at least \$2,250,000.

The brick and concrete building, the dental school's sixth home in its history, fronts 270 feet on West 34th Street and is 90 feet deep. There are 30,000 square feet of floor space on the first floor, and 20,000 in the basement, which was only partly finished. Eventually, the building will contain nearly 100,000 square feet of floor space.

Approximately \$250,000 has been spent on clinical equipment. This sum was given to the university by dental

alumni, friends and graduates of other dental schools practicing in Los Angeles and the Southern California area.

Long and low in appearance, the dental building is simple, straightforward and utilitarian. Since the University of Southern California favors the open clinic method of instruction for dental students, the first floor contains two open clinics. The north clinic holds 72 chairs in three rows of 24 each, and the south clinic has 63 chairs in three rows of 21. There are continuous banks of windows at the exterior walls of the clinics with directional aluminum louvers outside to control natural light.

Special attention has been given by the architects to easy control over traffic within the building by separating the areas that the general public, the students and the faculty will use.

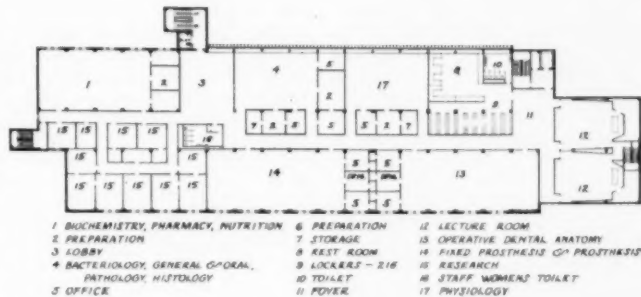
Construction is of Type I reinforced concrete. The exterior is reinforced concrete with some brick veneer; interior partitions are of metal lath and plaster. Windows have metal sash. Stairways are concrete.

Flooring is asphalt tile on concrete slab; walls are plastered and painted in colors that harmonize with the dental chairs and equipment. Ceilings are of exposed concrete pan construction; a suspended acoustical ceiling is planned for the future.

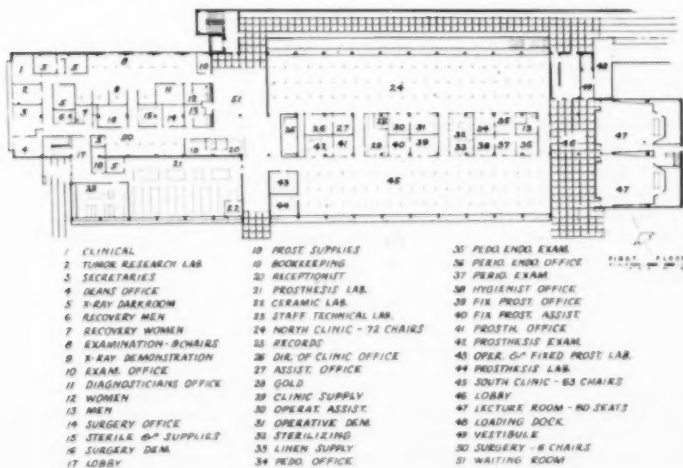
The building is steam heated with convectors. A forced air ventilating system will operate in the furred central core. Space is provided for an air-conditioning system to be installed at a later date.

Lighting is largely fluorescent. Call systems are based on numerous tele-

Only the basement and first floor of the University of Southern California's new school of dentistry have been completed; future plans call for three additional floors.



Above: Third floor plan. Below: Second floor plan.



phone extensions linked by a PBX switchboard.

No elevator has been installed but a shaft is provided and when the building is completed to four stories an electric elevator will be installed.

In the basement are lockers, lounge space, and lavatories for men and women students, a student store, and a study room, in addition to the boiler and fan rooms, a temporary reference library, telephone switchboard, and receiving and storage rooms.

With 135 dental chairs in the two open clinics on the first floor, approximately 200 students are able to work on patients under faculty guidance.

An oral tumor clinic, only one of its kind in the United States associated with a dental school and operated by the American Cancer Society, has examination and treatment space on

the first floor. The tumor board meets once each week, and any dentist in Los Angeles County may bring patients before experts for consultation on suspected oral cancers.

When built, the upper floors will contain scientific and technical laboratories, more lecture and demonstration rooms, and will accommodate the first and second year students who are currently taught in a building at the other end of the campus.

The building represents several years of planning by S.C. officials

working closely with dental alumni committees so that no desirable feature would be overlooked.

Preliminary plans were drawn by the office of C. Raimond Johnson, A.I.A., university architect, and working drawings were prepared by J. E. Stanton, A.I.A.

Since its founding in 1897, the S.C. dental school has become the largest of its kind in the West, and has provided the Southern California area with the majority of its practicing dentists.

alent tendency of producing a structure that will leave the "ole grads" gasping. Architectural magazines are much too prone to follow the "man bites dog" sensationalism. One way architects can be assured of magazine publicity is to work into their design an element of showmanship, novel effects here and there, which may add appreciably to uniqueness but rarely, if ever, saves money. I certainly would not advocate drabness or dullness, or a copyism of traditional styles, since they, too, may add equally to additional costs.

Many institutions recently have succumbed to the so-called functional style but have come far from actually receiving a true functional solution. Great façades of glass are being erected with no shelter from summer sun and little, if any, from winter winds. Dwellers within reside in greenhouse temperatures and, since glass does not shift readily, little external tempering wind is admitted to the sufferers.

Several institutions now erecting new buildings have not incorporated in them the principle of glare reduction and low windows as is now the accepted standard for good high school design. In many localities grade and high school buildings have gone far ahead of the institutions of higher learning as far as economical and acceptable building designs are concerned.

It thus becomes obvious that the primary consideration toward obtaining full value for every dollar expended is a genuine desire for economy on the part of every individual who "has his finger in the pie." If any single individual strays far from this aim, inevitable increased costs will result.

Clear headed, long-time planning is an equal necessity. It is far cheaper to change an idea on paper many times than it is to change during the actual building. Too often the administration, always short of funds, sees an opportunity to conserve by economizing on long-range planning. Suddenly a benefactor appears on the scene and the unexpected money materializes. The architect is then requested to prepare the plans and have them ready "yesterday," with the inevitable result.

In planning buildings, new approaches should be made for old problems. Too often the architect is content to give his client what he wants; too often that is not what his client

Substantial savings can be made in

BUILDING PLANNING

JOE E. SMAY

Professor of Architecture
University of Oklahoma

NO SINGLE INDIVIDUAL IS COMPETENT, in this day of inflated building costs, to answer the timely question, "Where can we make substantial savings in building planning?" Yet if each reader would add a little to a series of articles about this subject, based upon firsthand experiences at his own institution, a goal to which we might all strive could be reached.

In attacking such a problem consideration must be made of those things that have added materially to increased costs as well as those matters that have brought about eventual low costs. It would be a fallacy to consider that a low initial cost would result in any savings whatever when such low costs may be magnified many times through costly maintenance.

In existence today are many buildings that have served well for a hundred years or more; on the other hand, some structures are old before they have been completed because of faulty construction or faulty planning. It might be better from an economic point of view to wreck a small build-

ing, erected on an expensive site, to make way for a taller structure. The age of a building is no criterion.

Among the chief causes of expensive construction are: a desire to produce a memorial for administrator or architect, freakish design, poor planning, poor working drawings and specifications, poor supervision, poor selection of materials, and poor construction.

PERSONNEL MUST COOPERATE

Of most importance is a genuine desire to cooperate on the part of all personnel who have any part in decisions to be made. There must be a genuine desire on the part of the institution's president or board to obtain full value for every dollar spent. There's no room for an individual who desires to erect the finest or most unusual building on the campus as a memorial or memorial to his administration.

Selection of the architect should be made with the view in mind that he, too, must refrain from a fairly prev-

should get. This does not mean that the architect should force a new and novel idea upon the client without first proving that the new approach is right.

The hospital plan was a sterile thing for many years, but now it has taken on new life and hospital planning has reached a new high. The operating theater, which is used almost constantly, was located in the most remote corner of the top floor. That meant that all operative cases had to be carted through the hospital, whether or not they were emergencies. Symmetrical planning dictated that rooms on each side of the corridor must be of equal depth, which meant that some small rooms had to be too large and large rooms had to be too small. Then, too, patients were assigned to north, south, east or west rooms, irrespective of the orientation most comfortable according to prevailing breezes.

Air-conditioned spaces have made great progress yet present economy does not, as yet, permit completely air-conditioned areas, and increasing building costs have made such treatment even more remote. Thorough, well integrated planning, with plenty of time to do it, is the economical answer.

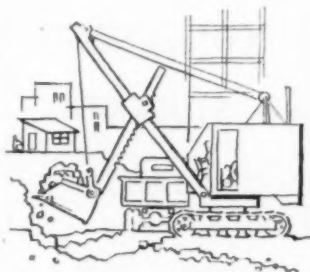
Once the basic plans have been decided upon, it is vital that complete and careful working drawings and specifications be prepared. Actually the planning and the selection of best materials are not two distinct and separate operations but for the sake of this discussion, let us assume that they are. I know of no more reliable source of information relating to materials of low-cost maintenance than buildings and grounds superintendents. They can readily tell which type of roof has given the least trouble, or even which toilet flush valve.

Assuming that a judicious choice of all materials and methods has been incorporated in the plans and specifications, the next step toward substantial eventual savings is in good, adequate superintendence. The ordinary commission provided by the architect gives supervision only. This means periodic visits of short duration to the site. The frequency and duration of such visits depend upon the time the architectural firm can allow. Frequency and duration contribute little if the person making such visits isn't there at the proper time and doesn't know what to look for.

Every building of any magnitude erected on campus today deserves con-

tinuous and complete supervision by a competent individual. If the building is of any appreciable size two such men may do a better job. Whether such supervision is provided from the institution's personnel or from the architect's office is of little consequence; however, such a supervisor should be approved by the architect as well as the institution.

It is assumed, of course, that in letting the contracts only reliable contractors are allowed to bid on the construction. A reliable contractor would not allow his men to do shoddy work, yet far too often the results are inferior. Why? Supervision is more than a one man job. That new bricklayer hired yesterday does an excellent "cover-up" job, but he has left many joints un-



filled. Before his deception has been discovered he has laid a portion of the wall. Unless it is all removed, it will most certainly leak. I know of a client who is holding out \$10,000 from a contractor because of a leaky wall. One careless and indifferent bricklayer can cause almost irreparable damage to an otherwise fine structure.

"Style" of architecture is of little import in the relative costs of a building. Archeological reproductions, of course, are the exception. But why consider reproductions? Modern interpretations of previous styles are most congenial with older masterpieces, provided, of course, they are skillfully done and some consideration is given to the surrounding buildings. It is my opinion that all architecture should be good mannered and polite, just as should considerate people. It would be bad taste to wear a pair of overalls at a dress ball, a masquerade costume at a church, or tail coat when shoveling dirt. But how many buildings observe these niceties? Many architects will agree that color har-

monies are essential to a well designed building or even to groups of buildings, yet the same individuals totally disregard harmony of shape and scale and many other of the intricacies of fine architecture. Simply because a new building is to be surrounded by a group of Collegiate Gothic buildings, need it necessarily have elaborately cut stone traceried windows? Need a building surrounded by classic porticoed structures of itself be laden with Corinthianesque columns? There have been many buildings so placed without buttress or tracery, column or frieze that almost seem to bow in politeness to their predecessors. That is good architecture.

Generally, we are admonished to use local materials if we would have a structure grow up in harmony with its surroundings. Yet this cannot always be done, in the interests of economy. There are times when facilities are not available economically to reduce local materials to the form required in the finished building. Local stone may be exceptionally hard and difficult to work. Frequently it is more economical to import stone or other materials from distant points. The main objective, according to this article, is economy and we must not vary from that objective. It will require considerable effort on the part of all concerned even to come close to its attainment.

A successful structure is one that results in true economy. Few buildings are ever truly successful. The trend often forced upon architectural firms for hurried planning contributes greatly to a failure to solve the problem. An efficiently planned unit is one in which the elements are properly dispersed to serve the purpose. Frequently, when that is done, smaller areas do the job better than larger ones poorly integrated. We must not forget that the most certain way to cut building costs is to reduce the enclosed area.

Architects and builders are well aware of the problem of adjusting alternates toward reaching a fixed cost of a building. It is extremely difficult to include any alternates that make a substantial difference in the cost of the structure. The most effective way to do so is to reduce the volume. Thus the answer seems to be to design more efficient space for specific uses, and this can be done only when each individual involved in the project has the sincere design to achieve that economy, remembering that the first cost is not necessarily the last.

CAN A STUDENT LOAN PROGRAM BE handled without alienating student and institution because of collection policies? Perhaps I should not answer the question immediately, but I am going to do just that—and the answer is Yes, in a small college.

Centenary College has an average enrollment of fewer than 1000 full-time day students, and I doubt if the methods that we have found helpful would be practical in a larger college. We believe that the time to "collect" the loan is at the time the loan is being discussed with the student and throughout the period of time before the note comes due.

When the student comes in to apply for a loan we try to obtain a fairly complete picture of his situation. What is the amount needed and for what period of time? What will be the source of funds for repayment of the loan? What grades has he been making? Of what church is he a member? Who is his pastor? Does he know Mr., Mrs. or Miss so-and-so? In what subject is he majoring? Does he have car payments or other regular payments to make, and, if so, how much? Is he married? If so, does his wife have a job?

We tell him he is required to give us three persons as references to whom we will write. We prefer recommendations from his high school principal or banker, a businessman, and his pastor.

Often we get in touch with an alumnus known to us who lives in the student's home town. We check orally with the registrar, the cashier, the dean's office, the office of the dean of students, or with one or more of the student's teachers. By this time we trust that we have made an impression on the would-be borrower that the granting of the loan is far from automatic.

We usually have the parent, or husband or wife, sign the note with the student. We explain that the loan fund is an endowment given to the college by a prominent living Shreveport citizen for lending to students and that the fund revolves over and over again and what one student repays another will borrow some day.

We also tell the student that after his recommendations and grades are checked a summary of the findings will be presented to the loan committee for approval or disapproval of the loan. We inform him that the committee is composed of three: (1) the

trust officer of the bank where the funds are kept, (2) the chairman of the finance committee of the board of trustees of the college, and (3) the president of the college.

Ordinarily, approximately a week is required to process a loan. We usually ask the student to drop by at the end of five or six days to check on our progress. We then take out his special file and tell him two of his reference letters are in or that the request is now before the committee or whatever the facts are.

If the loan comes due after the student graduates or leaves school, we put the student on our mailing list to receive all newsletters from the college. He is invited to homecoming and receives the alumni news. We try to

be cleared for his examinations. If the amount is under \$50, and if repayment is promised within 30 days or less, we process this type of loan in a matter of five minutes. Such emergency loans are made from a fund of less than \$1000 and we usually charge 10 cents interest. We have failed to collect only one loan of this type, and we have received assurance that this one will be paid.

Only occasionally do we have to notify a student of the due date of his loan. He sometimes requests a renewal of all or a part of the loan, but rarely gets "broke" and "lockjaw" simultaneously.

How do we handle a case of non-payment? In the few isolated cases a "registered letter return receipt requested, deliver to addressee in person only" calling the attention of the student to the amount of principal, interest and the past due date usually suffices. Included in the letter is a paragraph on some aspect of progress at the college in which the student was interested while in school.

All of our loans are not paid before maturity or even at maturity, but there are none outstanding that we are not likely to collect in full. We have never turned over a note to a collection agency or to an attorney, and I doubt that we ever shall. We have never used any words, written or oral, that, in our opinion, could conceivably alienate the most sensitive student.

We receive checks regularly from a person who borrowed some money from a college that has been out of existence for 20 years. The scholastic records were taken over by Centenary. However, no records of any notes outstanding were included. This person is now on our mailing list and receives our newsletters regularly.

You don't have to sue 'em if you see 'em often enough—in person or through the mails. And if the choice ever should have to be made between collecting a note the hard way or of alienating a former student and future friend of the college, I have an idea we would try to make the friend rather than the collection.

"Collecting" the note can be done in most cases (1) at the time the loan is processed, and (2) between that date and the time the note is due.

This method might not work in a regular business concern or at a bank or even at another college, but it does work well at Centenary College of Louisiana in Shreveport.

COLLECTING STUDENT LOANS

S. D. MOREHEAD
Treasurer, Centenary College of
Louisiana, Shreveport

make it a point to have a few words to say whenever we meet the student on the campus; the subject is not important—just a friendly conversation.

A college with a small enrollment is the type where the system described here seems to work well. It would be difficult or perhaps impractical to apply such a method in a larger school.

Recently a former student in uniform and on furlough came by Centenary on his way home to pay a note for more than \$400 which was not due until two weeks later. We had not written him a reminder exactly, but we had been mailing him regularly the newsletters about the college. He paid the note with interest, seemingly with pride, and stayed over a day or two visiting former classmates and teachers.

We have a rule at the college that is enforced strictly: A student may not take his final exams unless his bill is paid in full. Now and then a student will need a small loan so that he may

ARE INVENTORIES

of supplies and equipment

WORTH THE COST?

RAY KETTLER

Controller and Business Manager, Purdue University
Lafayette, Ind.

THE QUESTION OF THE VALUE OF inventories has been debated at great length by college and university administrative officers. An examination of practices of individual institutions indicates little uniformity and there is little agreement regarding the extent to which inventory controls can be justified.

Many reasons for inventory records and controls have been stated. These include, among others, the value of records for insurance purposes, the necessity of accurate reporting of assets, the salutary effect of such records and procedures on individuals charged with the custody and materials, and promotion of the more effective use of movable equipment.

A discussion of the inventory problem is academic in a number of institutions. Colleges and universities co-operating with the federal government on research projects are compelled to maintain records in accordance with federal regulations. The effect of these regulations on the college or university and the additional "paper work" required has focused attention on the need for some change and modification of federal regulations. However, the institutions must comply with regulations presently in effect, and it is not the purpose here to discuss further their advantages or disadvantages.

In a number of states publicly controlled colleges and universities must comply with statutory provisions. Again in these instances the discussion of inventory is somewhat academic since provision must be made to carry out present state or governmental requirements regardless of their effect upon the institutions involved.

A discussion of the value of inventory of supplies and equipment must therefore of necessity be limited to those institutions having a free choice with respect to inventory procedure for any or all materials. Lack of uniformity in times past and the pressure of the postwar years clearly indicate the need for further consideration.

Inventory records are sometimes maintained on a perpetual basis or they may be accumulated as a result of periodic physical counts. Inventories occasionally are maintained for only movable equipment but frequently for both movable equipment and supplies. The following discussion will involve, first, a consideration of supplies inventories on a perpetual and physical count basis and, second, inventories of movable equipment on a perpetual and physical count basis.

INVENTORY OF SUPPLIES

In the past a number of institutions have reported inventory of all supplies on hand periodically or at the close of the fiscal year, regardless of whether such supplies had been expensed to the department involved. There appears to be little justification for this procedure. The cost of maintaining such inventories on a perpetual basis or of providing for periodic physical counts is generally too great in comparison to the value that it has to the institution.

Individual departments that normally keep small stocks of supplies for direct consumption may well set up simple records for their own use, but such inventories should not appear in the books of accounts. This does not apply to any supplies subject to re-issue or to foodstuffs and supplies of dining halls, cafeterias or residence halls or other self-supporting enterprises. In spite of the cost involved,

it is recommended that perpetual stocks records be maintained by central stores, residence halls, dining halls, and similar activities.

Central stores usually are established to promote economy and efficiency in the procurement and distribution of supplies generally used throughout the campus. Such stores can be justified only if they produce these results. No effective measure of results can be obtained without adequate stock records and a perpetual inventory procedure. Periodic complete physical counts also may be justified in some instances, although normally a test check by internal auditors, independent auditors, or representatives of the business staff will be sufficient. In general, the operation of stores should absorb the cost of perpetual inventory procedure and still produce economy and promote efficiency. These inventories should be recorded in the books of accounts and appear on the balance sheet in the financial report.

Residence halls, dining halls, student unions, and similar activities generally are operated on a totally or partially self-supporting basis. Perpetual inventories should be maintained for consumable supplies required for the operation of these activities. The effectiveness of the operation cannot be determined without adequate inventory records, and charges made by these departments should be sufficient to cover the cost of adequate inven-

tory procedures. Periodic physical counts should be made to test the accuracy of perpetual stock records.

MOVABLE EQUIPMENT

It is somewhat more difficult to state precisely the case for inventory of movable equipment. However, such inventories again are essential in the operation of self-supporting enterprises of the institution. In these instances reserves for depreciation of equipment actually may be funded but in any instance the inventories are necessary in order to determine the results of the operation.

In the instructional, research and administrative departments of the institution, the problem of appraising the value of inventory procedures and records becomes even more difficult. Some claim certainly can be made for the genuine value of such records for insurance purposes. Something also may be said for the necessity of accurate reporting of assets and the effect of inventory records on individuals charged with the custody of equipment.

In theory, all equipment purchased from general institutional funds belongs to the institution as a whole. Any equipment no longer needed by the department having custody should be moved to another department or disposed of through proper channels. Effective inventory records of movable equipment maintained by department and by type of equipment may be of some value in avoiding an accumulation of obsolete equipment or the purchase of more equipment than is necessary for the operation of the institution. Joint departmental use of unusually costly equipment, such as electronic microscopes, may be possible if properly scheduled, but such a procedure for less costly items may be unsatisfactory. There would be a serious question as to the value of inventory records if the cost must be justified only on the basis of promoting more effective use of institutional equipment.

In spite of certain limitations regarding the value of equipment inventories, the cost may still be justified on the basis of insurance needs, accurate accounting for assets, and more effective use of equipment provided the system is relatively simple and is adapted to the needs of the college or university involved.

No attempt is made here to discuss in detail the various methods of main-

taining inventories of movable equipment or the use of mechanical devices. However, consideration should be given to the need of establishing policies regarding items to be inventoried, the routine involved in recording and identifying new equipment, the transfer of equipment as between departments, and the adjustments required when equipment is discarded, sold, lost or otherwise disposed of.

No general agreement has ever been reached with respect to items that should be inventoried. A life of more than one year and a cost of from \$3 to \$5 are no longer valid standards under present economic conditions. The cost of maintaining records for much small equipment susceptible to loss and breakage cannot be justified. Items costing from \$25 to \$50 or more and having a normal life of at least five years probably can be justifiably processed through the inventory procedure. Even so, the use that is to be made of a particular item may determine its inventory status. Certain items may be purchased for laboratory purposes and used to destruction in order to test the effectiveness or life of the apparatus. Such items actually become supplies rather than equipment.

The assets of a college or university should be recorded in the books of accounts at cost until final disposition. Present value or replacement value



may be recorded on a memorandum basis but, if such values are recorded in the balance sheet, a footnote should be used to indicate the method of valuation.

Items of equipment should be inventoried at the time of delivery. From a practical point of view, this may be done on the basis of the invoice or a delivery notice. Such a document should pass the desk of the individual responsible for inventory, and thus establish a perpetual inventory for movable equipment. Subsequently, the items should be marked or identified

as institutional equipment. Periodic physical counts on a test check basis should be established in order to reconcile inventory records with the actual count of equipment on hand.

Large institutions having punched card equipment may find the use of such equipment effective for inventory procedure. Heads of departments then may receive periodically a list of equipment over which they have custody. Smaller institutions may find a card sorting system advantageous or they may prepare cards in duplicate or triplicate for each item as it is delivered. The original card may be filed by department in the business office. The duplicate may be sent to the department. If a triplicate copy is prepared it may be filed in the business office by type of equipment, *i.e.* typewriters, microscopes. Forms also must be provided to report transfers, discards or other disposition and to report equipment constructed within a department.

SUMMARY

Complete uniformity of methods and procedures with respect to inventories in colleges and universities is perhaps unattainable. They must be adapted to the needs of the particular institution. Nevertheless, the following points should receive consideration in connection with the establishment of inventory procedures:

1. Supplies expensed to departments should not be included in inventory records.
2. Supplies subject to reissue or used in the operation of auxiliary enterprises should be recorded on a perpetual basis. Periodic physical counts may be made as required.
3. Perpetual inventories should be maintained for movable equipment of auxiliary enterprises. Periodic physical counts on a test check basis may be desirable.
4. Perpetual inventories should be maintained for movable equipment of administrative and academic departments but the "system" should be simple enough to justify costs for insurance purposes and the proper accounting of assets of the institution. Periodic test checks may again be desirable.
5. The exact procedure will depend upon the size and nature of the institution. Punched cards, a card sorting system, or simple duplicate cards may be used effectively in colleges and universities of various sizes.

Don't ignore the food director when

PLANNING A KITCHEN

NELLIE GLEASON

Director of Foods
Grinnell College, Grinnell, Iowa

PERHAPS I SHOULD PREFACE THIS ARTICLE by saying that personalities or situations referred to are not intended to "portray any living persons or depict any true events." However, in order to discuss the reasons why a food director should be consulted in planning a kitchen and dining room, obviously I have had to have some experience other than technical college training in order that my observations on the subject can be justified.

While there has been a great deal of progress in the food service planning of college kitchens and dining rooms in the last 15 years, many food service directors have inherited a unit that today is very costly to operate. In most cases the people who planned the building many years ago cannot be blamed because at that time it served its purpose. Nor can the high cost of operation exactly be called the fault of those who have to manage it today because funds to rebuild or to build anew may not be immediately available. Fifteen years ago labor was doing what machines and reorganization must do at the present time. While equipment is costly, in most areas labor is considered even more so. When the food service director must make a choice between a large amount of labor or expensive equipment to do the same work, it would seem wise to invest the same amount of money in reliable equipment that will last for a number of years.

Careful planning, and a full realization of the goals that we wish to achieve in the final development of a food service department, may mean that, rather than accept half-way measures either in equipment or in physical layout it is more advantageous to wait than to remodel an old kitchen immediately. Of course, it is discouraging not to be able to rebuild the kitchen and not to be able to equip it as planned because of lack of funds. I am convinced that if you can project

your ideas into the future it is wiser to do now only that building and equipping that must be done, building with good materials and laying a proper foundation for future development. Then, as funds become available you add bit by bit to your original plans until your goal is reached.

Isn't it logical to expect that the food director should be the person more able to see the present minimum needs and foresee possible needs for the future in developing this area?

It is not always possible for a new person undertaking the responsibility for the food service operation to know all of the traditions, and all of the idiosyncrasies, existing on a campus. Many times it is difficult to be plunged into a building or remodeling program shortly after you enter a new position. However, in my opinion, it is best, if possible, to spend your time and energies in knowing the people that you will need to serve, and then to move cautiously but steadily without disrupting their lives. Wait, if necessary even a period of years, to achieve a permanent, well planned, and efficient department. It is a gratifying experience to watch a new kitchen and dining room develop or to remodel an old one.

BEST SOURCE OF HELP

Consultants in equipment, kitchen engineers, and architects, as well as the business administration, have many fine ideas to offer those attempting to build new units or to remodel obsolete areas. However, the food administrator is responsible for the cost and efficiency of the operation and should be the person best able to analyze all plans on paper, taking them apart and putting them back together for the final analysis. Ideas and plans that are functional on the east coast or west coast may be quite impossible in the Middle West. Things that we accept in the Middle West could be just as in-

efficient on the coast or in a large city. It is the responsibility of the food director to recognize these conditions and to do her utmost to prevent bottlenecks from developing in the food service operation. It should be up to her to decide whether certain architectural designs or dining and kitchen area arrangements will increase or decrease the cost and efficiency of operation.

It is quite true that many people trained in food service have neither the flair nor the interest in the mechanical side of this operation and would prefer to do only food production. Even though this is true, I believe that in most cases a person in the food department who must produce can decide better than anyone else the final kitchen layout.

These kitchen plans, these dining room plans, the entire food service organization on any campus must be such that they can be converted from family style to continuous cafeteria service or to banquet service or to the many other demands made upon them, without increased costs, without idle equipment, and without disrupted employee or student morale. This type of work load upon a food administrator requires patience and time to think critically in order to analyze the situation that she is in, but I still believe that even though she is not trained as an engineer, for a long-time investment she is the one to guide the development of plans for building a kitchen.

When all is said and done, examples of the most effective kitchen planning seem to have been those that were the work of a food administrator consulting with, and helped by, the president and business manager, who in turn accept or reject the ideas of engineers, architects and contractors, evaluating each idea as to its efficiency, its cost, and its rôle in the future development of the institution.

THE BUSINESS OFFICER AS A SAMPLE PACKAGE

ROBERT P. DANIEL
President, Virginia State College
Petersburg, Va.

SUPPOSE YOU WERE GIVEN A SAMPLE of a soap widely advertised to correct "B.O." Since in some quarters the business officer of an institution is considered an undesirable person, my manuscript is based upon the symbolism of the sample package B.O.

The purposes of the sample package are twofold: (1) to represent the product, and (2) to create a desire for more of that product. I remember an experience on a train when the vendor came along and placed in the hands of each passenger two or three raisins as a sample. Later, he made many sales because by tasting the sample the passengers had developed a desire for more of the product. A business officer is a significant representative of an educational institution. The contacts the public has with him help to shape opinions regarding the institution he serves.

In education we often talk about knowledge, skills and attitudes. A business officer must manifest knowledge in sound business principles; he must manifest skills in terms of sound business practices, and he must manifest a desirable educational attitude in sound business policies. The educational service of an institution will often be measured by the business officer as a sample package.

Practices and policies of the business officer must have reference to the considerations of the particular institution he serves. Certain fundamental business principles do not vary with schools, but there are other practices and procedures that are basic to the particular kind of institution, its size, location and traditions. There may

be variations between privately supported and state supported institutions; among land-grant, liberal arts, and teachers colleges; between coeducational or noncoeducational institutions; between institutions located in one region and those located in other parts



of the country. The business procedure must relate specifically to the program of the particular institution. The sample package business officer recognizes that the business practices and procedures of his department have reference to the program and problems of his own institution.

A sample package must create a desire for more of the product. Faculty and students should have high regard for the business efficiency of the business office as a result of their contacts with those who serve there.

A sample is of no value if it does not attract attention for further consideration. There are certain commercial products that are not popularly purchased by Negroes because of the racial characterizations or illustrations on the labels. Does the business office label attract? Or is it a place to which people dread to come? Is the appearance of those in the office such as

would indicate no concern of personal considerations? The slovenly dress of persons who work in the business office may create the impression of carelessness in the handling of business details. Too, some faculty members may develop an emotional tone of disfavor toward the business officer who not only rejects a request but does it crudely, perhaps with a "Not one damn cent!" Refusals, always disappointing to a staff member, should not be attended with emotional overtones. It is possible to turn down a request in such a way that the person refused leaves, feeling that his proposal has been given fair consideration.

The sample package stops short of adequacy, for the sample is not designed to replace the real product. Some people always will be considered as a sample package because they lack vision, breadth of judgment, and a broad spirit of human understanding. They never pass the apprenticeship stage.

A sample package, a small and inadequate effort, is not enough. The purchasing agent who thinks only of immediate needs and not in terms of stocking inventory is only a sample, and the bookkeeper who only puts down the record, making no analysis of the trends in collections or payments and other factors, is only a sample package.

A businessman who is more than a sample package gives full time and thought and energy to his official tasks. He cannot have "too many irons in the fire," too many private interests. These detract from major responsibilities.

Like a bank employee, the college business officer cannot afford to have a reputation for wizardry in games of chance. The public will begin to question his fidelity and integrity if his social and outside-office practices are questionable.

A business officer is a participant in a program, not merely an employee on a job. He serves people. He handles money, invoices, ledgers, contracts, supplies and figures, but the full-package business officer realizes that residence halls are erected for people to live in, that classrooms are constructed for people to learn in, that food is bought for people to consume, that supplies are provided for the needs of people, that money is collected from the possessions of people, that figures are recorded as transactions with people. Business officers are not machines; they are people.

From a paper delivered before the annual meeting of the American Association of College and University Business Officers.

A²

Rim Type Exit Device



All drop-forged
Architectural bronze exterior
Double acting crossbar
X-Bar crossbar reinforcement



B²

Vertical Rod Exit Device



All drop-forged
Architectural bronze exterior
Double acting crossbar
X-Bar crossbar reinforcement



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"The SAFE Way Out!"

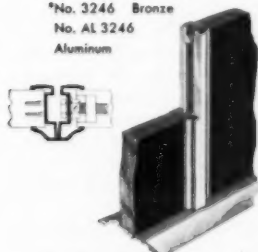


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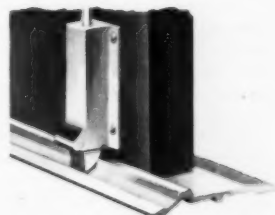
No. 1254



Acts as stop for
meeting stiles
Covers gap
between doors
Holds strikes for
rim devices

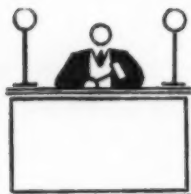
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Sturdy extruded sections
Latching at any point
Full opening door stop

*Subject to N.P.A.
restrictions



THOSE TAX PROBLEMS

that are currently plaguing the colleges—Part 3

ANOTHER TAX PROBLEM OF SOME concern to the colleges is the attempt, on the part of representatives of local governmental units, to assess property taxes against institutionally owned real estate or to bring to bear the pressure of public opinion to compel the colleges to make substantial contributions to the municipalities in lieu of taxes.

Immediately after the close of World War II, the colleges were compelled to increase the size of their faculties in order to meet the demands of the returning veterans for education under the provision of the G.I. Bill of Rights. Local housing facilities were completely inadequate to meet the demand. Many of the veterans were married, and this combined demand created an acute housing problem in every college community. Many colleges attempted to meet this problem by the erection of temporary housing units, but others constructed permanent structures.

In 1948, the board of trustees of the University of Illinois initiated plans for the construction of a student-staff housing project to house 201 families at a cost of approximately \$2,565,000. Revenue bonds in the amount of \$1,600,000 were issued and the balance was supplied by state appropriations. The apartments are located adjacent to the main campus and were connected to the university heating and electric plant.

A member of the Urbana Board of Education, in a letter to the board of trustees dated Oct. 15, 1951, urged that the university contribute to the support of local government in lieu of taxes on the property.

Although the local board of review has assessed the property it seems unlikely that the tax exempt status of such property can be questioned. Under state statutes²² "all property of every kind belonging to the state of Illinois . . . shall be exempt from taxation." The supreme court of Illi-

T. E. BLACKWELL

Vice Chancellor and Treasurer
Washington University, St. Louis

nois in 1944²³ had ruled that educational facilities of the university were exempt from taxation, even though legal title to such property was held by an accessory educational corporation, *i.e.* the University of Illinois Foundation. The court rebuked the county tax collector with the following observation:

"The university brings many benefits, and this factor is one underlying the exempt character of its property. These facts should be apparent to taxing officers, as well as to other persons."

Although recognizing the tax exempt status of the property, the representatives of the Urbana Board of Education and of the Urbana Association of Commerce directed attention to the following permissive legislation enacted by the Illinois general assembly in 1949:

"The board of trustees also shall have power to agree with the state's attorney of the county in which any properties of the board are located to pay for services rendered by the various taxing districts—upon properties used solely for income producing purposes."

Under this permissive legislation, the university paid \$22,160 in 1951 in lieu of taxes on 131 staff housing units located in the Urbana-Champaign area. The university, in declining to make such payments based upon the assessed valuation of the student-staff apartments, pointed out several fundamental differences between those staff housing units on which payments in lieu of taxes had been made and the student-staff apartments.

In the first place, under the legislation in question, the university may pay only for "services rendered." In the case of the student-staff apartments, the university itself has fur-

nished police and fire protection. Streets, sewers, walks and public lighting had already been paid for before the university took title. The Urbana school district has recovered from the state the tuition for any children of public school age living in the apartments. The university is already paying its proportionate share of the cost of providing the sewer system of the local sanitary district. The only service the city is supplying this project is the maintenance of public lighting, public walks, and public streets along the frontage of the property. Such expense would represent only a fraction of the proposed annual payments, *i.e.* \$16,658, based upon the 1950 tax levy.

In the second place, the university may make such payments in lieu of taxes only "upon properties used solely for income producing purposes." The university contends that these apartments were not erected and are not held for the purpose of producing income "but for the educational necessity of providing housing facilities for a small portion of its staff and student body."


This controversy with representatives of one local community is typical of the pressure that is being brought to bear upon the colleges as a result of their postwar ventures into the field of housing. This is no indication that payments in lieu of taxes on staff housing units will satisfy the more vocal elements in the community. Requests are likely to follow that the university should make such payments on other income producing projects, such as the football stadium, the university theater, the student union, the bookstores, skating rink, the golf course, and the airport.

Despite the fact that such projects are planned to meet sound educational needs and are not intended to produce net revenue the community has begun to take a renewed interest in the possibility of a shift of a portion of the tax load of the area upon the broad shoulders of the university.

²²Illinois Revised Statutes 1951, Chapter 120, Section 500 (3).

²³People ex rel Goodman v. University of Illinois Foundation, 388 Ill. 363 58 N.E. 2d. 33 (1944).

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In the recent conversion from coal to gas, the Immaculate Conception Seminary selected Vulcan cooking equipment to replace the coal installation. Already management reports that they are well pleased with the changeover from an efficiency standpoint, while the students are happy with the type of meals now being served. This dual satisfaction was not accidental, for the new kitchen was carefully planned. Nor is it surprising that versatile Vulcan supply exactly the right combination, because Vulcan manufactures a complete line of commercial cooking equipment with limitless combinations and top arrangements possible, so that each job is virtually tailor made. If you have a kitchen planning problem, large or small, consult your Vulcan dealer or write direct to 18 E. 41st St., New York 17. Dept. 16.



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NEWS

Offers Education on Monthly Installment Plan . . . Gives \$100,000 to Speed

Educational TV . . . Second G.I. Bill Becomes Effective . . . Ivy Group Revises

Intercollegiate Football Agreement . . . 100 Scholarships to Korean Veterans

Engineering College Offers Education on Pay-As-You-Go Plan

HOBOKEN, N.J.—A new pay-as-you-go installment plan for financing a college education, said to be the first of its kind, was announced recently by Jess H. Davis, president of Stevens Institute of Technology, Hoboken, N.J.

The plan, developed in cooperation with two prominent banks, one in New York City and one in Jersey City, N.J., covers tuition, books, laboratory fees, dormitory charges, and other expenses. These may now be paid for over a 12 month period, instead of in single payments at the beginning of each semester, the usual practice among colleges.

The interest rate, at 4 per cent per year with no discounting or handling charges, is one of the lowest obtainable for personal loans, according to the engineering college head. Loans may be taken by parents or in their own names by students over 21.

In describing the plan, Dr. Davis called it "a realistic means" of enabling a student to attend "the college of his choice during a period of inflation."

"Many young people are kept from entering college because of old fashioned, inflexible rules that require that education be paid for in advance," he said. "This works a hardship on those whose parents were unable to accumulate substantial savings during the depression of the Thirties and who have had to cope with the increased cost of living since then. Yet, these same parents are able to purchase things like automobiles and washing machines out of current income and we feel there is no reason why they should not be permitted also to pay for their children's education on a pay-as-you-go basis."

Dr. Davis pointed out that the Stevens plan also may be used to supplement college savings funds started 15 or 20 years ago and now proving inadequate in the face of increased education costs. Through use of the new financing method, students still can attend the college they want to.

Sets Up \$100,000 Grant to Aid Educational TV

NEW YORK CITY.—Emerson Radio and Phonograph Corp. recently set up a \$100,000 grant to speed the advent of educational TV stations.

Benjamin Abrams, president of the company, announced that \$10,000 would be given to each of the first 10 universities or other organizations to set up educational, noncommercial TV stations. He said he would seek to enlist the support of the video manufacturing industry in creating a \$5,000,000 fund to aid educational telecasting.

"There is an opportunity for the industry to open up a vast new market for sales to schools, which today have more than 1,000,000 elementary and secondary classrooms. Another unrealized market is to be found in the people who would like a wider choice of programming."

"In many communities educational stations may be the only ones built since smaller communities may be unable to support local commercial stations," Mr. Abrams continued. "Educational stations can be first on the air in many large communities, too, where intense competition and the necessity for long hearings before the Federal Communications Commission may delay the establishment of commercial stations for years."

Mr. Abrams said that no applications for educational stations have been filed with the F.C.C. yet but several are expected.

Veterans' Readjustment Assistance Act of 1952 Is Put Into Force

WASHINGTON, D.C.—On July 16, President Truman signed Public Law 550, the Veterans' Readjustment Assistance Act of 1952, and thus put into force a second G.I. bill. The act states that it "is for the purpose of providing vocational readjustment and restoring lost educational opportunities to those service men and women whose educational or vocational ambitions have been interrupted or impeded by reason of active service in the armed forces during a period of national emergency and for the purpose of aiding such persons in attaining the educational and training status that they might normally have aspired to and obtained had they not served their country."

Title II of Public Law 550 specifies the provisions which apply to the educational and functional phase of the G.I. bill.

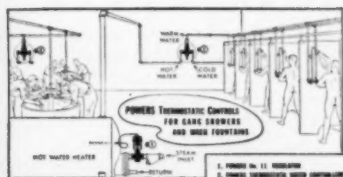
The act grants 1½ days of education or training for each day of active service (minimum 90 days) on or after June 27, 1950, regardless of where service was performed, up to a closing date to be determined by the President or of Congress—maximum period limited to 36 calendar months except for veterans eligible under P.L. 346, for whom maximum is 48 months. Persons on active duty in the armed forces are excluded from education or training courses.

Program of education or training must be initiated by Aug. 20, 1954, or two years after discharge, whichever is later, and completed within seven years after discharge. Education and training are restricted to the United States except "courses in institutions of higher learning of above the secondary school level," which may be approved in foreign countries.

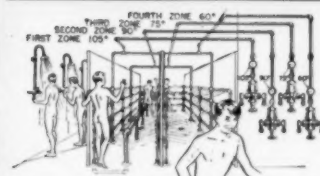
The veteran is permitted only one



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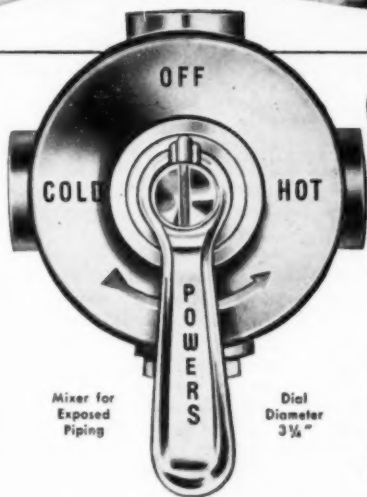


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NEWS

change in program, and that change to be with the approval of the administrator of veterans' affairs. Certain avocational and recreational courses are prohibited; others may be taken only after approval by the administrator of veterans' affairs. With specified exemptions, courses must have been in existence for two years prior to enrollment of the veteran. A minimum non-veteran enrollment of not less than 15 per cent is required in any course offered by a proprietary profit or proprietary nonprofit school.

The education and training allowance is to be paid directly to the veteran on the basis of the following schedule of rates: full-time instruction, no dependents, \$110; one dependent, \$135; more than one dependent, \$160. Three-fourths time instruction, no dependents, \$80; one dependent, \$100; more than one dependent, \$120. Half-time instruction, no dependents, \$50; one dependent, \$60; more than one dependent, \$80. Full-time instruction and supplemental on-job training, no dependents, \$90; one dependent, \$110; more than one dependent, \$130. Apprenticeship or other on-job training, no dependents, \$70; one dependent, \$85; more than one dependent, \$105. Instructional on-farm training, no dependents, \$95; one dependent, \$110; more than one dependent, \$130.

Specific provisions apply, gearing educational and training allowances to institutional charges only for correspondence courses, flight training, and courses of less than half-time training.

A direct payment to the educational institution of \$1.50 per month per eligible veteran enrolled is authorized to cover administrative and clerical expenses. Not to exceed \$10 a month for a full-time course may be charged to the eligible veteran in the case of tax supported public educational institutions that have no established tuition and fee charges for nonveteran resident students.

Full-time courses are defined as 14 semester hours or equivalent for undergraduate courses; 25 hours per week for below-college-grade courses requiring classroom instruction, and 30 hours per week for below-college-grade trade-school courses requiring shop practice. The establishment of a state approving agency in each state is authorized but when such agency is not established or when the state so re-

quests, the approving authority is lodged in the administrator of veterans' affairs.

The Veterans Administration is required to use the Office of Education (1) in developing cooperative agreements between state and local agencies regarding approval of courses of education or training, (2) in reviewing plans for operations of state approving agencies, and (3) in furnishing technical assistance to state and local agencies in developing and improving state and local programs.

The United States commissioner of education is required to publish a list of accrediting agencies and associations as the reliable nationally recognized authority for approving courses of education and training. As a condition of approval, educational institutions are required to keep adequate records to show the progress of each eligible veteran.

The administrator of veterans' affairs is required to establish an advisory committee, composed of persons who are eminent in their respective fields of education, labor and management, to advise and counsel in the administration of the act. The commissioner of education and the director of the bureau of apprenticeship, Department of Labor, are specified as ex officio members of the advisory committee.

Champlain College Gets One-Year Extension

ALBANY, N.Y.—Champlain College, which had been slated to lose its site at Plattsburg, N.Y., for conversion by the air force into a bomber base, has obtained an additional one-year lease and the college will continue until June of 1953.

Dr. William S. Carlson, president of the State University of New York, announced that the life of the college had been continued for an additional year because of the inability of the air force to have its plans for converting the site before next spring.

According to Dr. Carlson, "every effort will be made during the academic year to assist students enrolled at Champlain to transfer to institutions in the State University and other colleges for the completion of their courses." He also stated that the State University of New York would assist Champlain instructors in finding new positions.

200 Students Under 16½ Awarded Scholarships

NEW HAVEN, CONN.—Yale University, in connection with Columbia University, the University of Wisconsin, and the University of Chicago, announced that scholarships have been awarded to 200 young men for the 1952-53 academic year for the purpose of giving students under 16½ years of age at least two years of college study before they reach draft age.

The four institutions that administer the program will each admit 50 students as in the last academic year, all of whom will be under 16½ as of September 15. Tuition for these scholarships will be paid by the Fund for the Advancement of Education which received approximately \$2,000,000 from the Ford Foundation last year.

The scholarships were offered on a national basis, each student applying to the school of his choice.

Grants 100 Scholarships to Korean Veterans

CHICAGO.—Illinois Institute of Technology announced July 17 that it will grant 100 scholarships, valued at one-half tuition, to veterans entering the institute in 1952-53 under the new "Korean G.I. bill."

The new Illinois Tech scholarships are valued at \$162.50 per semester, or \$325 per year. They will be awarded to students entering the day division of the institute in either September 1952 or February 1953, according to Dr. John T. Rettaliata, Illinois Tech president.

The scholarships will be for one year, but may be renewed for additional years providing a student's academic performance is satisfactory. Total potential value of the 100 scholarships is \$130,000.

The new Korean G.I. bill, signed by President Truman July 16, provides that veterans will pay tuition out of their government allowances. The Illinois Tech scholarships will reduce those payments by one-half.

The new scholarships will be awarded on the basis of previous academic records (high school or college) or on performance in Illinois Tech's entrance examination. The office of admissions of the institute will handle contacts with veterans applying for the scholarships, Dr. Rettaliata said.



Specialists in Dishwashing Products



Miss Margaret M. Hope, manager of the Carnegie Institute Cafeteria in Pittsburgh

"Stops stains, streaking, spotting," says cafeteria manager

WHETHER your dishwashing is done by machine or by hand, there's a Wyandotte product designed especially to meet your need!

SALUTE for machine dishwashing

Miss Margaret M. Hope, manager of the Carnegie Institute Cafeteria in Pittsburgh, says, "SALUTE is the best compound we've ever used for washing dishes by machine. It has entirely removed coffee and tea stains from our china, and eliminated spotting and streaking of glasses. It is a quick, effective cleaner for silverware, too."



SALUTE is Wyandotte's complete machine dish-

washing product. It makes china, glasses, and silver sparkling clean . . . prevents and removes stains on plastic ware. Incidentally, to help you use SALUTE more efficiently and economically, we have perfected a new and simplified dispenser, the Wyandotte HYDRO-FEEDER. It is easily installed, with no tubes, valves, or magnets to cause trouble.

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NEWS

Eight Eastern Colleges Revise Agreement on Intercollegiate Football

NEW YORK CITY.—The presidents of Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton and Yale announced recently that the governing boards of each of their institutions have approved an "Ivy Group Agreement" on intercollegiate football, affirming and revising an original agreement adopted in 1945.

The agreement declares that the participating institutions, since entering into the 1945 agreement, have "enjoyed a successful experience in this cooperative approach to their objective of continuing intercollegiate football in such a way as to maintain the values of the game in the service of the main purposes of higher education." The presidents also affirmed their conviction that under proper conditions "intercollegiate competition in football and other organized athlet-

ics offers desirable development and recreation for players and a healthy focus of collegiate loyalty."

The principal changes in the 1952 agreement include:

1. The creation of a presidents' policy committee which "shall have full and final responsibility for the determination of all agreed policies of the [Ivy] group."

2. Incorporation of all eight points agreed upon and announced in a statement issued last February by the eight schools, which included the abolition of spring football practice, football clinics, and post-season games.

3. For the first time, the presidents stated that the subscribing institutions "constitute themselves . . . members of a group to be known as 'The Ivy Group.'"

4. Substantial revision of the section on eligibility as follows:

A. Required for the first time that students, to be eligible for a varsity team, must file a written statement agreeing to abide by the policies of the presidents' agreement.

B. Ruled that, in addition to limiting eligibility to three academic years, any year missed through scholastic or disciplinary ineligibility shall nevertheless be counted as one of the three academic years.

C. Required that a student, to be eligible, be making "normal academic progress, both quantitatively and qualitatively" toward a recognized degree.

D. Ruled that no student entering after Sept. 1, 1953, shall be eligible whose secondary-school education was subsidized or whose post-college education is promised by an institution, by an individual or group of individuals not closely related to the family as a consideration for his attending the particular institution.

Number of G.I.'s in Training Drops to Less Than a Million

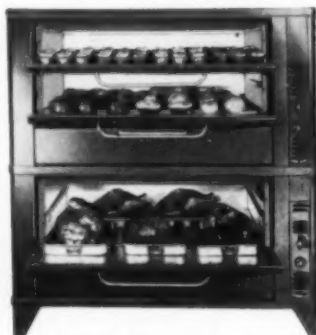
WASHINGTON, D.C.—The number of World War II veterans training under the G.I. bill has dropped below the million mark for the first time in six years, and chances are it will never rise above that figure again, the Veterans Administration announced recently.

V.A. statistics for June 1, 1952, show a total of 990,000 veterans taking G.I. bill training across the nation

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CAN A BALANCED BUDGET PROVIDE A BALANCED DIET?

In today's market of rising costs, school administrators are faced with the problem of balancing dollars against vitamins in dining hall or cafeteria operation.

It is essential, of course, that quality standards be maintained. Growing bodies need health-giving foods. Yet food costs are not the only price factors that are apt to wreck a budget. Wages are up, too. Equipment upkeep also eats into the food budget. It's little wonder that so many bursars claim that food service is rapidly becoming one of their most trying problems.

Forward-looking administrators are finding relief from food worries by turning over their dining hall or cafeteria operation to a professional firm of food specialists: Crotty Brothers, Inc. This firm, headquartered in Boston, has specialized in food service management since 1930. Its ten regional supervisors work directly with Crotty dining hall operators, thus assuring constant supervision of the operation.

A LARGE ORGANIZATION

Over a period of years, Crotty Brothers has perfected a group-feeding system that assures better food at low cost. Used to buying in large

quantities, the Crotty system successfully avoids food waste from over-buying or money-waste from extemporaneous buying. At the same time, the firm's expert understanding of food storage, preparation, and handling enables it to provide hearty, nutritious meals well liked by students. What's more, the far-flung Crotty resources and contacts enable Crotty to inject new ideas on every phase of food service . . . from new facilities to new dishes that have proved popular elsewhere.

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Thanks to its individualized ap-

proach — tailor-made food service that meets the individual requirements of both the school and student body, and that is subject, of course, to the control of the school's administrative staff — Crotty Brothers succeeds in its aim to keep *everybody* happy. If you have not received detailed information on this firm of food specialists, please feel free to write direct. We will be glad to show you how a balanced budget can indeed produce a balanced diet. Crotty Brothers, Inc., 137 Newbury St., Boston 16, Massachusetts. Operating in 16 States and 45 Cities.

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SINCE 1930...THE FOOD SERVICE MANAGEMENT THAT

keeps everybody happy

NEWS

in schools, colleges, on the job, and on the farm.

The last time the number of G.I. trainees stood at less than a million was in June 1946, when the veterans' training program was starting to swell.

The 990,000 veterans in training on June 1, 1952, included 267,000 in colleges and universities; 475,000 in schools below the college level; 69,000 in on-the-job training courses, and 178,000 in institutional on-the-farm training courses.

NAMES IN THE NEWS



Bernard P. Taylor

Taylor, former vice president of Westminster College at Fulton, Mo., and for 23 years a consultant on the development of college resources, has been named executive director of the Penn State Foundation, according to a recent announcement by

Dr. Milton S. Eisenhower, president of Pennsylvania State College.

Dr. Richard Feinberg, executive vice president of the Northern Illinois College of Optometry, has been elected president of the college, according to an announcement by Dr. Glenn F. Moore, chairman of the board of trustees. Prior to going to the Illinois institution, Dr. Feinberg had served for three years as dean of the college of optometry at Pacific University, Forest Grove, Ore.

N. Florence Pope, director of residence halls and commons at the University of Chicago for the last 31 years, retired in July and has been succeeded by Lylas E. Kay, formerly assistant director of residence halls and com-



N. Florence Pope



Lylas E. Kay

mons. Prior to going to the University of Chicago four years ago, Miss Kay had been a dietitian with United Air Lines and for a two-year period before that experience she had been dietitian of MacMurray College, Jacksonville, Ill.

Dr. Hurst R. Anderson, president of Hamline University, St. Paul, has been elected president of The American University, Washington, D.C., and will take office on September 1. James J. Robbins, vice president of the university, will continue to serve as acting president until Dr. Anderson takes office. Dr. Anderson was president of Centenary Junior College from 1943 to 1948, when he went to Hamline.

Frank S. White, retired professor of education at Fairmont State College, Fairmont, W.Va., has been appointed president of the recently incorporated Rosier College. Rosier College is expected to open this fall in Parkersburg, W.Va.

Robert D. Steele, president of Westminster College, Salt Lake City, Utah, has been appointed president of Carroll College, Waukesha, Wis., where he will succeed the late Nelson Vance Russell. B. C. J. Wheatlake, a member of the board of trustees at Westminster, will serve as acting president of the college until a successor to Dr. Steele is named.

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Minard W. Stout

Malcolm A. Love, who resigned to accept appointment as president of San Diego State College in California.

Dr. George H. Hand, recently re-

signed president of Fairmont State College, Fairmont, W.Va., has been named professor of economics and executive assistant to the president of Southern Illinois University, Carbondale. John W. Pence has been appointed acting president to serve until a successor to Dr. Hand can be appointed.

He succeeded

Rev. Julian Woods, O.F.M., instructor in economics at Quincy College in Illinois, has been named to the presidency of the college. He succeeds the Rev. Henry Freiburg, O.F.M.

Rev. Henry Freiburg, O.F.M.

Robert C. Pulling, director of finance and treasurer of the University of Toledo since 1948, has been named controller of Brown University, Providence, R.I., to succeed Carroll Rikert Jr., who resigned to accept appointment as business manager of Middlebury College, Middlebury, Vt. Mr. Pulling's resignation from the University of Toledo resulted in two promotions. James D. Bain, controller, now becomes controller and treasurer, and J. Wesley Littlefield moves up from assistant auditor to auditor.



Robert C. Pulling

Rev. Troy A. Brady, pastor of the Evangelical United Brethren Church of Elkins, W.Va., has been appointed to the presidency of Shenandoah College and Shenandoah Conservatory of Music, Dayton, Va. He succeeds L. P. Hill, who resigned to enter business.

Very Rev. J. Campbell, O.F.M., former provincial of the Holy Name Province of the Order of Friars Minor, has been elected president of St. Bernardine of Siena College, Loudonville, N.Y. He will succeed the Very Rev. Mark Kennedy, O.F.M., who has been named secretary of the Holy Name Province of the Franciscan Order with headquarters in Washington, D.C.

Benjamin Willis Jones, assistant professor of education at the University of Mississippi, recently was named president of Northeast Mississippi Junior College at Booneville. He succeeded R. O. Stringer, who resigned.

Robert H. Stamey, pastor of the Commonwealth Church of Charlotte, N.C., since 1946, has been named president of Brevard College, Brevard, N.C. He succeeded Dean J. J. Stevenson Jr., who had served as acting president of the college since the resignation of George B. Ehlhardt during the past academic year.

Dr. Francis P. Gaines Jr., dean of students at Southern Methodist University, has been named to the presidency of Wofford College, Spartanburg, S.C.

Dr. Harold D. West has been elected to the presidency of Meharry Medical College, Nashville, Tenn., and is the first Negro to hold this position at the college. Dr. West first joined the college staff in 1927 as associate professor of physiological chemistry.



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Talk it over with your architect and contractor—and let them know your preference for Crane.



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NEWS.....



David D. Ogden

David D. Ogden, formerly associated with the investment banking firm of Kidder, Peabody & Co. in Boston, has been appointed assistant to the treasurer of the University of Rochester, according to an announcement by Raymond L. Thompson, vice president and treasurer of the University of Rochester.



Rev. T. M. Hesburgh

Rev. Theodore M. Hesburgh, C.S.C., executive vice president of the University of Notre Dame, has been named to the presidency to succeed the Rev. John J. Cavanaugh, C.S.C., who has been president of the university since 1946. Father Cavanaugh will become a member of the Provincial Council of

the Congregation of the Holy Cross with an assignment as special assistant to Father Hesburgh.

Thomas C. Donnelly, dean of the college of arts and sciences at the University of New Mexico, has been named to succeed Edward Eyring as president of New Mexico Highlands University, Las Vegas, N.M. His new appointment becomes effective September 1.



T. C. Donnelly

Rev. Ellis Finger Jr., pastor of the University Methodist Church at Oxford, Miss., has been selected as executive vice president of Millsaps College, Jackson, Miss. At the close of the present term of Dr. M. L. Smith in 1954, the Rev. Mr. Finger will become the sixth president of the college and the first alumnus to occupy the position.

J. J. Gerber, vice president and director of public relations at Northwestern University, will resign his position, effective August 31, to become a partner of Thomas A. Gonser, a public relations counselor for corporations and educational and philanthropic institutions. Mr. Gerber has been vice president and director of public relations of the university since 1949, but first joined the public relations staff in 1937.

Calvin H. Raullerson, associate editor and project director of "Who's Who in the United Nations," has been named as assistant to W. J. Trent Jr., executive director of the United Negro College Fund.

Marion Estes Cocke, vice president of Hollins College in Virginia, has retired. Mr. Cocke first joined the college staff in 1897 as an instructor.

Eugenia B. Jessup, headmistress of Rosemary Hall at Greenwich, Conn., since 1938, will retire in June 1953.

William Marshall French, president of Hastings College, Hastings, Neb., since 1943, has resigned, effective May 31, 1953.

Very Rev. William Dominic Noon, O.P., former president of Providence College, Providence, R.I., died in Chicago last month at the age of 77. Father Noon had been hospitalized since he fractured his hip in a fall on May 30 at the rectory of St. Pius Roman Catholic Church, Chicago, where he had been stationed for eight years.

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B. F. Goodrich Rubber Tile is beautiful and easy to keep beautiful . . . it's quiet and comfortable underfoot.

The superiority of B. F. Goodrich Rubber Tile lies in its *Super-Density*, an exclusive B. F. Goodrich feature which eliminates dirt-catching pores and creates a smooth surface which is easy to clean and keep clean.

Super-Density has been achieved without the sacrifice of rubber's natural resiliency — a triumph of technical knowledge, research and over 28 years of experience.

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How to stretch your budget with MOSINEE towels

No matter how it is dispensed, the ability of a paper towel to dry the hands is the most important thing about a towel service. That's why Mosinee TURN-TOWL service *tops* anything in its field. There is not another controlled-type cabinet on the market, dispensing towels that can match the quality of Mosinee Turn-Towls.

And as for reducing towel consumption, read this: "A mid-western college with 800 students switched from low-cost ordinary towels to Turn-Towls. The maintenance engineer claims they are now using 40% fewer towels."



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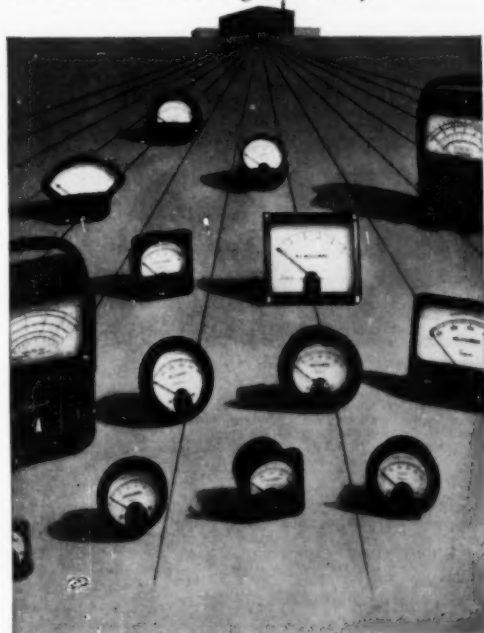
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DIRECTORY OF ASSOCIATIONS

Association of College and University Business Officers

American Association

President: J. R. E. Lee Jr., Florida A. & M. College; secretary: L. H. Foster Jr., Tuskegee Institute.

Convention: May 3-5, Fort Valley State College, Fort Valley, Ga.

Central Association

President: Bruce Pollock, Carleton College; secretary-treasurer: C. C. De Long, University of Illinois.

Eastern Association

President: Charles H. Wheeler III, University of Richmond; secretary-treasurer: Irwin K. French, Wellesley College.

Convention: Nov. 30-Dec. 2, Chalfonte-Haddon Hall, Atlantic City, N.J.

Southern Association

President: Frank D. Peterson, University of Kentucky; secretary-treasurer: Gerald D. Henderson, Vanderbilt University.

Western Association

President: Robert W. Fenix, Willamette University; secretary-treasurer: William Miliken, St. Mary's College of California.

National Federation of College and University Business Officer Associations

President: Jamie R. Anthony, Georgia Institute of Technology; vice president: James M. Miller, University of California, Berkeley; secretary-treasurer: Irwin K. French, Middlebury College.

American College Public Relations Association

President: Edward P. Vonderhaar, Xavier University, Cincinnati.

Convention: 1953, Salt Lake City.

Association of Physical Plant Administrators of Universities and Colleges

President: Edward Pardon, University of Michigan; secretary-treasurer: A. F. Gallistel, University of Wisconsin.

College and University Personnel Association

President: B. W. Ames, University of Florida; secretary-treasurer: Fred Doderer, State University of Iowa.

Association of College Unions

President: Charles D. Owens, University of Washington; secretary-treasurer: Edgar A. Whiting, Cornell University; editor of publication: Porter Butts, University of Wisconsin.

Conference: April 15-18, Claremont Hotel, Berkeley, Calif.

National Association of College Stores

President: H. R. Ritchie, University of North Carolina Book Exchange, Chapel Hill; executive secretary: Russell Reynolds, Box 58, 33 West College Street, Oberlin, Ohio.

National Association of Educational Buyers

President: Kermit A. Jacobson, California Institute of Technology; executive secretary: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N.Y.

National Association of College and University Housing Officers

President: S. Earl Thompson, University of Illinois; vice president: Kenneth D. Lawson, Michigan State College; secretary: Ruth Donnelly, University of California.

CLASSIFIED ADVERTISING

POSITIONS WANTED

Accountant—Age 45; with 2 years' experience in public, industrial and institutional accounting, including 3½ years as auditor of large university; desires permanent position as auditor or business manager of Christian college; available immediately. Write Box CW 112, COLLEGE AND UNIVERSITY BUSINESS.

College Business Officer—B. A. Degree, also graduate of accredited accounting school desires position of administrative responsibility; accounting and broad supervisory experience; excellent references; employed but seeking position with larger scope. Write Box CW 83, COLLEGE AND UNIVERSITY BUSINESS.

College Dietitian—Experienced in all phases of dietetics; Bachelor's and Master's Degree; Ohio or near section preferable; available August 1. Write Box CW 109, COLLEGE AND UNIVERSITY BUSINESS.

Financial Officer—Broad experience in sound but progressive industrial, government, and college financial administration. Write Box CW 111, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Director Desires Change—Presently connected with large university in New England as director of purchasing (food & equipment) feeding 5000 daily; have ten years' experience in all phases of institutional food—planning, food costs, inventory control, kitchen and dining room layouts, etc.; business college graduate with additional three years post graduate work in hotel management; am 34 years old, married with two children; will consider institutional position in eastern or midwestern United States. Write Box CW 113, COLLEGE AND UNIVERSITY BUSINESS.

POSITIONS OPEN

Assistant Dietitian—Complete supervision of dining room in southeastern college serving about 1000 people; duties include supervision of personnel, maintenance of dining room, relieve dietitian; must live in dormitory (room and bath); \$45.00 a month for room, board, and laundry; salary depends on training and experience of candidate; excellent opportunity. Write Box CO 90, COLLEGE AND UNIVERSITY BUSINESS.

Dietitians—Supervisory staff openings available immediately for experienced and inexperienced dietitians in midwest university residence hall and union building food service. Write Box CO 89, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Manager—For a midwestern teachers college in a new student union building; also in a women's residence hall; prefer experienced institutional management graduate with fifth year training in the restaurant field; applicant should be a good food production manager; position available September 8, 1952; send complete resume of training and professional experience to H. Ansel Wallace, Assistant Business Manager, BALL STATE TEACHERS COLLEGE, Muncie, Indiana.

FOR SALE

Five Stainless Steel Tray Tracks

62" x 25", five shelves high mounted on 8" rubber tired swivel wheels. Rubber bumpers on all sides. Excellent condition. Write PURCHASING DEPT., TRI-STATE COLLEGE, ANGOLA, INDIANA.

To A College In Southwest

Automatic Laundry Equipment 3 years old, 16 Westinghouse Laundromats, 1 Extractor, 2 Dryers, 3 Heaters and Water Tank, all for \$1600. Write P.O. Box 9212, Baton Rouge, Louisiana.

The rates for classified advertisements are: 10 cents a word; minimum charge, \$2.50.

Forms close 25th of month preceding date of issue.

Address replies to
COLLEGE AND UNIVERSITY BUSINESS
919 N. Michigan Avenue, Chicago 11, Ill.

COLLEGE and UNIVERSITY BUSINESS

WHAT'S NEW

August 1952

Edited by Bessie Covert

TO HELP you get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 76. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. COLLEGE and UNIVERSITY BUSINESS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Random Pattern Acoustical Tile



Containing all of the functional characteristics of Acousti-Celotex Perforated Tile, the new Random Pattern sound-absorbing tile has scatter perforations of varied sizes which blend into an overall pattern of distinction. It provides a refreshing departure from conventional perforations and is standard in sizes and application. It has the new Celotex No. 6 Finish, tightly bonded to the surface of the tile. This highly light-reflective linen-textured surface is tough and washable, and may be repainted repeatedly without impairing sound absorptive capacity.

The new Random Pattern tile is also available with the Duo-Tex flame-retarding oil base painted finish which is also washable and meets all requirements of Federal Specifications for Slow Burning Classification. The Celotex Corporation, Dept. CUB, 120 S. LaSalle St., Chicago 3. (Key No. 1)

Improved Floor Machine

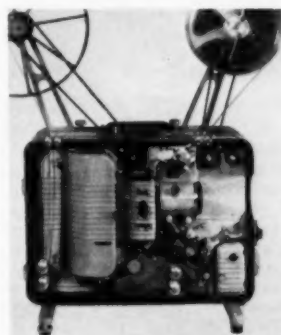
The line of American DeLuxe Floor Maintenance Machines has been improved by a new Swing-Around handle, combined with a Safety-Grip type of operating lever. Simplified design of the new handle employs fewer parts and permits the handle to be rotated so that the built-in trailing wire can be on either side the operator chooses. By having the receiving unit for the cord built in the handle the wire is kept free from the operator and machine path. The new plug-receiving unit is designed with a steel strain reliever which reduces cord and plug breakage.

The new handle is of one-piece welded construction and all chrome finished. It can be easily adjusted to any desired angle through a full 90 degree swing, can be set at correct height for any operator, and can be locked in vertical position for storing. The handle can be quickly detached for storing or transporting if desired. The Safety-Grip

switch operating lever provides positive off-on action when gripped and can be easily controlled. The improvements are incorporated into the 14, 16 and 19 inch machines. American Floor Surfacing Machine Co., Dept. CUB, 518 S. St. Clair St., Toledo 3, Ohio. (Key No. 2)

Magnetic-Optical Recorder

The new 16 mm. DeVry Recorder-Projector records and plays back sound by means of a narrow stripe of magnetic iron oxide bonded on the edge of either 16 mm. sound or 16 mm. silent motion picture film. Of professional quality, the magnetic sound system permits the recording of voice or musical accompaniment on film as desired and permits immediate playback of the magnetic sound track. It includes a means of erasing the magnetically recorded sound so that changes can be made or the entire film erased for re-recording to suit



changes in use of the film. The immediate change-over from magnetic track to optical track can be accomplished as often as desired.

The simple operating controls are mounted in one compact panel which is conveniently located within the loud-speaker. The unit may also be used as a tape recorder, reproducing a magnetic sound track only. It permits the adding of any desired sound track to already finished motion pictures for educational, public relations or entertainment purposes. DeVry Corporation, Dept. CUB, 1111 Armitage Ave., Chicago 14. (Key No. 3)

Floor Maintenance Machine

A newly designed and engineered floor maintenance machine, the "Special 16," with a 1/2 h.p. motor and a 16 inch brush, is offered to meet the need for an all-purpose floor machine. It is adaptable to both 110 and 220 volt AC power supply and is ruggedly constructed for hard use. The chassis is of aluminum casting with the motor and gear reduction unit enclosed.

The machine maneuvers easily under furniture and in close quarters as it is only 10 1/2 inches high. A marproof rubber bumper protects baseboards and moldings and the brush allows polishing and scrubbing close to the wall. Special attachments and accessories, including a solution tank for scrubbing floors or shampooing rugs, make the "Special 16" adaptable for all floor maintenance work. S. C. Johnson & Son, Inc., Dept. CUB, Racine, Wis. (Key No. 4)

Apronless Library Table

A new apronless table for use in libraries provides a clear height of 27 1/2 inches from the floor to the underside of the table. This permits the user to sit in comfort and also makes it possible to push an arm chair completely under the table, thus saving floor space and minimizing damage to chair arms. The tables are constructed with a steel-on-steel grip with the header fastened to the top by six machine bolts into embedded bushings. The tables are available in two shapes, 48 inch diameter round table or rectangular models in three sizes. Both shapes have a five-ply



top and are 29 inches high. Remington Rand Inc., Library Bureau, Dept. CUB, 315 Fourth Ave., New York 10. (Key No. 5)

WHAT'S NEW ...

Magna-Graphic World Map



A new large physical-political world map has been announced by Weber Costello. Known as the Magna-Graphic, the map is 66 inches wide, 45 inches high, and is printed in seven colors. It was edited by Edith Putnam Parker and is the result of more than five years of research and a questionnaire survey among educators. The projection employed is a modified Parabolic Equal Area Projection showing land masses in their true shapes with certain water areas clearly indicated but condensed. Colors are used to show the elevation pattern of the world with political information in red.

The map is simplified to point attention to land and ocean areas, elevation pattern, principal cities, and important political features. The Advanced Edition shows lines of latitude and longitude at 10 degree intervals but these are omitted from the Simplified Edition. Only a portion of the new map is shown in the accompanying illustration. Weber Costello Co., Dept. CUB, Chicago Heights, Ill. (Key No. 6)

Fire Guard

The new General Quick Aid Water-Type Fire Guard is a non-inverting, pressurized, water-type extinguisher with an anti-freeze charge when subject to freezing temperatures. The squeeze grip or lever action control and the panic-proof rip puncture pin ensure discharge will take place, once the seal is punctured, regardless of the position of the handle, thus making it possible for even inexperienced operators to get positive results. All parts are removable as a single unit for recharging. The charge consists of plain water and a pressurized carbon-dioxide cartridge. The company states that the extinguisher is Underwriters' approved. The General Detroit Corp., Dept. CUB, 2272 E. Jefferson, Detroit 7, Mich. (Key No. 7)

Paint-Stripper

Dual as well as single line markings can now be made with the new model Universal Controlled-Flo Traffic-Line Paint-Stripper. The machine has marked mobility and quiet and simple operation. It is well suited to line auditoriums, corridors, classrooms, recreational areas, gymnasiums, hard-surfaced parking lots and traffic lanes.

The gravity feed simplifies maintenance of the machine itself which requires no power unit and is noiseless in operation. It can be used indoors or outdoors. The all-metal, sled-type spreader accommodates striping or zone paint of any standard make. The machine throws off no spray dust. Receiving the paint from the gravity line, a distribution apron feeds it evenly to finger rollers which spread the fluid. The controlled flow ensures a steady, even application. Universal Yonkers Corp., Line Marker Div., Dept. CUB, 137 Alexander St., Yonkers 2, N. Y. (Key No. 8)

"Copymaker" Model 9S



The new Old Town "Copymaker" Model 9S is a spirit duplicating machine in an economically priced model offering compactness, versatility and attractive appearance. It has all rollers mounted in ball bearings for long, smooth service. The automatic paper feed has a patented single sheet feeding to eliminate paper waste. The master clamp and master release permit easy insertion of the typed, written or printer master which may be filed away after using and reused many times.

The machine has few controls and is simple and versatile in operation. Fluid economy is provided for through the fluid control and brightness of copies or length of run are controlled by a simple turn of a dial. An all-metal device provides automatic post card feeding. Six colors can be reproduced at one time with one turn of the drum, in full view to permit checking by the operator. The unit is finished in soft gray hammer-tone, has lifetime lubrication and produces more than 145 copies per minute. Old Town Corporation, Dept. CUB, 750 Pacific St., Brooklyn 17, N. Y. (Key No. 9)

Soil Conditioner

A new highly concentrated soil conditioner, Soilife, changes the structure of soil by making topsoil of clay soil. The result is more friable soil, better drainage, less erosion, better water absorption, more effective use of soil fertilizers, less baking and cracking and better and stronger root structure. Soilife breaks up the soil by binding together tiny particles of clay soil, forming them into loose aggregates. Steep slopes and terraces are held together by the action of Soilife.

Soilife is easily dissolved in water, then applied with a sprinkling can or sprayer. It can be worked into the earth up to six inches for effective and immediate results. Spiking is necessary for application on established lawns. Nott Mfg. Co., Dept. CUB, Mount Vernon, N.Y. (Key No. 10)

Vac-Blower

The new model VB-100 Vac-Blower has detachable power head and a wide selection of cleaning attachments for every job. It is an all-purpose vacuum cleaner with a powerful blower for cleaning everything in the institution. It is particularly designed to clean furnaces, radiators, overhead pipes, lighting fixtures, air conditioning equipment, storage racks, electronic instruments, machinery, motors, generators, switchboards, bare floors, carpets and upholstery.

The machine is powered by a heavy-duty universal type 1 h.p. motor with high velocity air stream for blowing or concentrated suction for wet or dry vacuuming. It rolls easily on four ball-bearing casters and can be easily carried by one man. With attachments and the easily detachable motor head, the unit is light enough to be carried and operated as a vacuum or blower for cleaning seats



in an auditorium and in other areas too small or confining for the tank. Multi-Clean Products, Inc., Dept. CUB, 2277 Ford Pkwy., St. Paul 1, Minn. (Key No. 11)

(Continued on page 68)



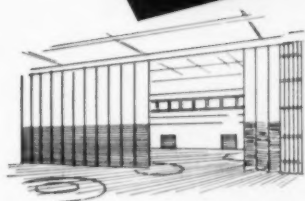
Quality

**COSTS ONLY A LITTLE MORE
INSIST ON**

Horn

FOLDING PARTITIONS

HORN FOLDING PARTITIONS "custom built and factory installed" are available for large or small openings. Designed for electrical, mechanical or manual operation, a HORN FOLDING PARTITION offers flexibility and efficient service.



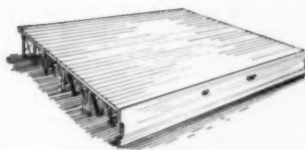
FOLDING GYM SEATS

HORN FOLDING GYMSEATS fold out for maximum seating for the "big game" and fold back out of the way for gym classes. For comfort, efficiency and approved design, HORN GYMSEATS will meet your every requirement.



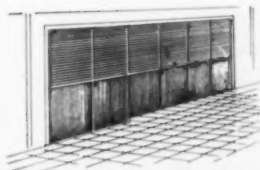
FOLDING STAGES

HORN FOLDING STAGES utilize minimum storage space and eliminates bulky box type platforms, ideal for classroom, auditorium and display operation the HORN FOLDING STAGE is mobile and is available in various sizes. See your HORN REPRESENTATIVE for complete details.



CLASSROOM WARDROBES

HORN CLASSROOM WARDROBES offer maximum capacity in limited space areas and are engineered to meet your individual requirements. Write for FREE CATALOGS covering models available. HORN, since 1909, has supplied custom built equipment for the school and features quality, workmanship and maximum efficiency.



Horn Brothers Company

SCHOOL EQUIPMENT DIVISION

ESTABLISHED 1909

FORT DODGE, IOWA, U. S. A.

MANUFACTURER OF FOLDING PARTITIONS, FOLDING GYM SEATS, FOLDING STAGES, CLASSROOM WARDROBES

WHAT'S NEW ...

Ventilating Shades



Both light and air are controlled by Ra-Tox wood-slat ventilating shades for classroom and dormitory windows. Made of strong, resilient kiln-dried basswood slats woven together with heavy duty seine twine into a rugged, durable fabric, the shades stand an abnormal amount of abuse. Designed originally for industrial use, the new shades for schools have been completely redesigned. They are made with the same structural strength and are harmed by neither rain nor sun. They have an improved finish for longer wear and are available in a wide range of attractive colors or in natural finish.

The beveled edge slats direct light upward, diffusing strong outside light and providing protection from glare. Acting as a natural insulator, the wood construction blocks heat transference and reduces room temperatures in summer while allowing the passage of a maximum amount of light and air. The shades block heat loss through windows in cold weather. **The Hough Shade Corp., Dept. CUB, Janesville, Wis. (Key No. 12)**

Syracuse China Designs

Two new designs in Syracuse China are being introduced. The patterns are both on the Winthrop shape and will be additions to the firm's Hospitality Group of stock patterns.

Dogwood, one of the new stock patterns for the institutional field, features a rim motif. Three sprays, each containing three dogwood blossoms in natural tones on their own branches, decorate the plate rim. Sandalwood, the other new shadowtone pattern on the Winthrop shape, has a quarter inch brown line edging the rim with shaded tones of brown gradually spreading to a very pale color at the outer edge of the plate. **Onondaga Pottery Co., Dept. CUB, Syracuse 4, N. Y. (Key No. 13)**

Roof Repair Fabric

No-Rot is a new reinforcing fabric for use with roof coating in repairing roofs, stopping roof leaks and waterproofing areas around flashings, firewalls, chimneys and skylights. The new membrane is composed of fireproof Fiberglas threads. It is designed for long wear and provides a firm base for roof coating due to its sieve-like mesh which enables the coating to bind firmly to the surface below as well as to the membrane itself. It is impervious to rot and decay, light in weight and has great tensile strength to withstand stress and strain. **The Monroe Co., Inc., Dept. CUB, 10703 Quebec Ave., Cleveland 6, Ohio. (Key No. 14)**

Patty Molding Machine

Precision molding of a wide variety of materials as well as of meat products is possible with the new manually operated Hollymatic Steak and Patty Molding Machine. The machine molds, ejects and stacks 30 to 40 patties per minute with



accurate portion control. Although manually operated, an automatic patty paper feed has been built into the machine. Patties can be molded in any thickness desired, from thin for sandwiches to thick for steak portions. The molding method produces loose knit patties that retain their full juice content. The new Hollymatic is also available with Electro-Drive power unit for fully automatic operation. **Hollymatic Corporation, Dept. CUB, 433 W. 83rd St., Chicago 20. (Key No. 15)**

Recording Tape Carton

A new carton has been introduced for mailing and re-mailing individual reels of sound recording tape. The carton is designed to give added protection with minimum weight. It is inexpensive and can be re-used. It folds around the standard sound recording tape box and is taped shut. Cartons are available in sizes for 4, 5, 7 and 10½ inch reels. **Minnesota Mining & Mfg. Co., Dept. CUB, 900 Fauquier St., St. Paul 6, Minn. (Key No. 16)**

Floor Tile Patterns

ThemeTile, the patterned floor tile, is now available in four new colored designs. The new decorative designs harmonize with the plain and marbled colors in which Kentile asphalt tile is made and with Kentile feature strip and Kenbase in five colors each. The new ThemeTile is made in standard 9 square inch size, precision die cut with the pattern going all the way through the tile. **Kentile, Inc., Dept. CUB, 58 Second Ave., Brooklyn 15, N.Y. (Key No. 17)**

Liquid Duplicator

The new Model L-45.2 Copy-rite Liquid Duplicator is modernized in appearance and incorporates many new features over the L-45 which it replaces. A new automatic master lock permits the operator to open the drum lock to receive master copy by merely turning the handle in reverse. Turning the handle in the operating direction automatically closes the lock and secures the master, ready for operation.

A new receiving tray with improved design to provide better paper stacking is also incorporated. New paper guides simplify the method of positioning to accommodate various widths of paper stock and better gripping of copy paper. **Wolber Duplicator & Supply Co., Dept. CUB, 1203 Cortland St., Chicago 14. (Key No. 18)**

Adjustable Easel

A 20 by 26 inch three ply veneer board easel is now available with tubular frame. The frame is adjustable in height for use by the smallest child or the tallest adult. The tubular steel standard gives added strength and stability and makes the easel rigid. The six place steel pan for paints is easily removable for cleaning. Pan and legs



are finished in baked enamel and the easel is relatively low in price. **Maru, Inc., Dept. CUB, 824 Broadway, Highland Park, Ill. (Key No. 19)**

A Few Reasons Why the Committee Specified Wayne



Wayne Stands on both upper and lower levels permit maximum utilization of all floor space.

First they saw that Wayne Rolling Gymstands meant extra room for intramural sports . . . and maximum seating when game time was due.

Then they found that Wayne Rolling Gymstands could provide upper as well as lower level seating facilities . . . and, when used on balconies, could be modified by increased rise per row if necessary.

And they heartily approved of Wayne's completely closed risers . . . diagonal bracing against side sway . . . and independent unit stability.

For these, and for other reasons why you too should specify Wayne: write for the complete Gymstand Catalog.

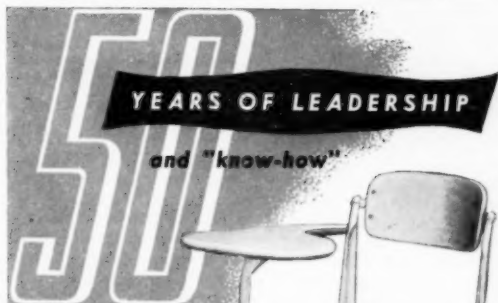
WAYNE IRON WORKS

REPRESENTATIVES IN 42 CITIES

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WAYNE, PENNSYLVANIA



"Wayne Stands for Safety"



IN PRACTICAL DESIGNING OF SCHOOL FURNITURE

Especially designed to meet high school and college recitation and lecture requirements

Plus Values

- Large tablet arm in natural position
- Automatic form-fitting back
- Rubber cushioned steel glides—kind to floors
- Calsyn scratch resistant finish
- Deep roll seat promotes posture
- Pressed steel construction. Beautiful sunken color.

THE PEABODY SEATING COMPANY, INC.

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No. 202

FIRST CHOICE!

Keep swimming pools and showers sparkling clean the easy way . . . simply use



Bull Frog Saf-T-Klenz rids pools and showers of body grease, soap oil, rust stains, lime deposits and algae formations—minimizes conditions that breed and spread infectious germs.

There's no hard rubbing, simply sprinkle powder on damp surface, mop lightly and flush with clear water. Odorless. Harmless to hands, clothing, floors and drains.

Write for free sample.

BERMAN CHEMICAL COMPANY

694 SUPERIOR STREET

TOLEDO 4, OHIO

Please send free sample of Saf-T-Klenz.
Please send quantity prices.

NAME _____
SCHOOL _____
STREET _____
CITY & STATE _____



WHAT'S NEW . . .

Redesigned Timer



Simplified operation and more streamlined appearance are features of the redesigned model of the Master-Pro, for the precise coordination and control of time indicating, time signaling and time recording devices. The Master-Pro serves as a master clock to maintain and supervise uniform, correct time on all secondary clocks and time recorders in the system, and serves as a program instrument, by sounding signals on schedule at predetermined intervals. The new simplified mechanism for setting up program signals makes it possible for anyone to set up a program system or make a change in a minimum of time. When set, signals for the school day are sounded in exact synchronization with all secondary clocks and time recording units.

The unit is equipped with a heavy duty motor which provides dependability, long life and freedom from repairs and adjustments. A three position toggle switch, one for each circuit, serves to turn any one of the six circuits, on or off or to sound signals manually if desired. The redesigned housing is modern and functional in appearance and finished in gray wrinkle enamel. **The Cincinnati Time Recorder Co., Dept. CUB, 1733 Central Ave., Cincinnati 14, Ohio. (Key No. 20)**

Silverware Detergent

A high percentage of wetting agent is used, together with other high efficiency chemicals, in the new Foley-Irish Concentrated Detergent. Especially formulated for silverware washers and driers, brush glasswashers and hand-dishwashing operations, the product is so concentrated that only a heaping teaspoonful is recommended for use in silver washing and drying machines. The high wetting agent concentration provides for free rinsing in the three purposes for which it is recommended. It is packed in 1 pound 12 ounce packages. **Foley-Irish Corp., Dept. CUB, 31 Washington St., Brooklyn 1, N. Y. (Key No. 21)**

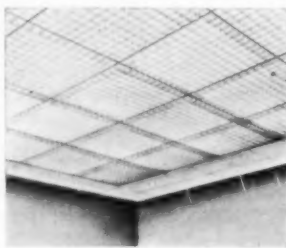
Under-Counter Dispenser

Cups and saucers, mugs or glasses are always available, at counter level, with the new, compact under-counter Lowerator dispensing unit. Designed especially for use where space limitations and type of service make under-counter location of supplies necessary, the new AMF Lowerator Dispenser stores and automatically dispenses up to five dozen cups and saucers, mugs or glasses at service locations.

The new cantilever unit is available either as a mobile unit with swivel casters or it can be permanently installed under counters. It uses standard 10 by 20 wire racks and provides storage space underneath the carrier for the racks as they are emptied. **American Machine & Foundry Co., Dept. CUB, 485 Fifth Ave., New York 17. (Key No. 22)**

Area Illumination

A complete fluorescent overall lighting system in which an entire ceiling becomes a single "fixture" is offered in the new Smithcraft Area Illumination.



No matter what size the room, the illumination can be easily and quickly installed and maintained with simple efficiency. It can be combined with any acoustical material and installed in an endless variety of patterns. Area Illumination can be adapted to any lighting requirement and lends itself to any kind of periphery treatment. Louvers, glass, plastic or other types of shielding material can be used with the system. **Smithcraft Lighting Division, Dept. CUB, Chelsea, Mass. (Key No. 23)**

Laboratory Thermometers

A new permanent filler for lines and numbers on laboratory thermometers has been developed after years of research with formula and application. It adds to the life of the laboratory thermometer and overcomes the disappearance of markings due to the erosion of acids and organic elements. The new filler is amber in color and stands out clearly against the white and yellow backgrounds of the thermometers. **Kimble Glass, Div. of Owens-Illinois Glass Co., Dept. CUB, Toledo 1, Ohio. (Key No. 24)**

Steel Chair

A new light weight steel chair, known as the Indoor-Outdoor chair, is available in walnut or taupe baked-on enamel finish. The chair has a curved back for comfort and a wide, roomy seat. The channel steel frame is built for strength and hard usage and the finish is not affected by rain so that the chairs can be used for outdoor gatherings. Live rubber feet on all four legs prevent slipping and protect floors from marring. **Lyon Metal Products, Inc., Dept. CUB, Aurora, Ill. (Key No. 25)**

Food Waste Disposer

A self contained unit for the disposal of all types of cooked and uncooked food waste is offered in the new Salvajor WasteXit, Model MA2 Food Waste Disposer. The unit bolts to the floor and drain connection can be made on either side. It consists of the grinder, feed chute, safety feed door, water control mechanism and magnetic starter. It is adaptable to any table 35 inches high. Waste is discharged as a flowing liquid and the unit has a capacity for disposal of 1500 pounds of waste per hour. **The Salvajor Co., Dept. CUB, 118 Southwest Blvd., Kansas City 8, Mo. (Key No. 26)**

Transcription Player With PA System

The new AM 53-PA is a transcription player combined with a public address system. It has a 12 inch detachable loudspeaker with 10 foot extension cord and plays all sizes and types of records and transcriptions from 7 to 17½ inches. Features include a 5 tube High Gain Amplifier, Twist Crystal Cartridge fitted with two permanent needles, a 3 speed motor, variable volume and tone control and special mixer to permit simultaneous use of record and microphone. The compact unit is contained in a deluxe



solid plywood case covered by DuPont Fabricoid. **Audio-Master Corporation, Dept. CUB, 341 Madison Ave., New York 17. (Key No. 27)**

(Continued on page 72)

Don't play safe... be safe with **DUDLEY LOCKS**



RD-2
rotating dial combination padlock
Master Chart control.

Locker problems vanish when you install Dudley Locks and the Dudley System of Locker Control. Master Chart control insures definite savings in time and trouble. If you want Master Key Control, Dudley offers outstanding quality in combination padlocks and built-in locks.

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FENCE**

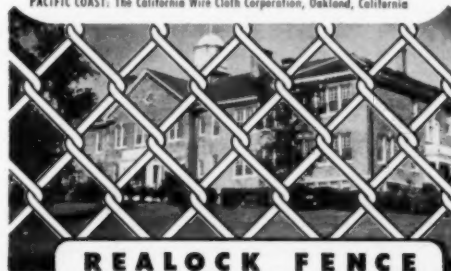
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WEST: The Colorado Fuel & Iron Corporation, Denver, Colorado
PACIFIC COAST: The California Wire Cloth Corporation, Oakland, California



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BRANCHES IN ALL KEY CITIES



WHAT'S NEW ...

Folding Table and Bench Sets



The new Rol-Fol multi-use table and bench units are designed for either in-the-wall or on-the-wall installations. Tables and benches are housed in a steel cabinet for storage and when mounted on the wall they protrude only 6 inches into the room. The unit is designed for unlimited versatility in setting up rooms for cafeteria service, study, conference, lectures, meetings, social functions or other purposes where a gymnasium or other room is to be converted.

Rol-Fol tables and benches are not permanently fastened to the wall but can be individually unlocked from the wall cabinets and rolled into any desired group arrangements. Any height table or bench will operate in any cabinet or with each other, thus being fully interchangeable. The units are made in eight different grade sizes covering all age groups. Tables and benches are 13 feet 11 1/4 inches long and will seat 20 children without crowding. The 30 inch wide table provides a large work area. The units are built of the finest materials and are engineered for maximum strength and minimum weight, built to rigid requirements for long life and satisfactory service. **Rol-Fol Table, Inc., Dept. CUB, 8467 Melrose Place, Los Angeles 46, Calif. (Key No. 28)**

Improved Turntable

Model 530 is a newly designed Fairchild turntable providing a third speed without auxiliary attachments. It has a built-in three-speed drive with a turntable clutch for instantaneous shifting to each speed during operation which also aids in smooth stopping and starting. The new model provides guaranteed accurate timing at all speeds within limits of AC line frequency, to meet exacting requirements for "dubbing" operations as well as broadcasting and laboratory applications.

Construction features minimize turntable noise, rumble and vibration. A specially designed rubber coupling connects the drive and motor, which is spring mounted and precision aligned in a single heavy casting. **Fairchild Recording Equipment Corp., Dept. CUB, 154th St. and 7th Ave., Whitestone, N. Y. (Key No. 29)**

Stoplite Shades

Made of durable, flame-resistant vinylite plastic, the new Stoplite Shades completely darken a room when drawn during the daytime and do not show silhouettes through at night. They resist cracking, tearing and shrinking and have no filling to break or fall out. Edges do not ravel or fray and the color does not fade. They are resistant to moisture, mildew, oils, grease and most chemicals and can be washed with soap and warm water or wiped clean of dust and grime with a damp cloth or sponge.

To blend pleasantly with most decorating schemes, the new window shades are made available in a soft-hued mist gray. The color is fast and stock shades come in 36, 42, 48 and 54 inch widths and in 6, 7 or 8 foot lengths. They should be especially effective for dormitory use and in classrooms, to supplement regular shades, for complete darkening. **The Chas. W. Breneman Co., Dept. CUB, 2045 Reading Rd., Cincinnati 2, Ohio. (Key No. 30)**

Triple-Power Vacuum



A new vacuum cleaner for wet and dry work which utilizes a by-pass motor has been developed by The Kent Company. A separate stream of air cools the motor which is quiet and efficient, and moisture and dust picked up by the vacuum air stream cannot damage it. Water cannot get into the motor unit even if automatic shut-off valve should fail to function.

Two 12 inch rubber tired wheels with a caster in front make the unit easily maneuvered. A wide U-type handle is conveniently located for easy wheeling or a tug on the hose is all that is required to have the machine follow the operator in a straight line. The tank is equipped with a convenient valve for drawing off water and the dirt can is easily emptied by loosening the clamps and removing the can without disturbing the motor unit. A wide variety of tools is available for most cleaning problems. A 27 gallon dirt receptacle tank is also available where added dirt capacity is needed in boiler flue cleaning and other heavy cleaning jobs. **The Kent Company, Inc., Dept. CUB, 330 Canal St., Rome, N.Y. (Key No. 31)**

Cellu-Tone Satin Paint

Cellu-Tone Satin is a new paint for walls, woodwork and furniture. It is neither an oil nor a synthetic, latex-type paint, dries with a low luster, is unaffected by grease or smoke and is highly resistant to moisture. Pencil marks, ink, mercurochrome, lipstick and crayon marks are easily removed by washing. The paint can be washed again and again and is therefore especially effective in kitchens and bathrooms. One coat of Cellu-Tone Satin is usually sufficient and it requires no primer on either new or old work. It is marketed in 14 modern colors. **Pratt & Lambert, Inc., Dept. CUB, 75 Tonawanda St., Buffalo 7, N. Y. (Key No. 32)**

Adhesive Cutting Package

A new package for Red Cross Adhesive Tape for the first-aid kit eliminates the need for scissors when a strip of tape is wanted. The cover of the package has a serrated edge for quick cutting. The end of the tape is always free of the roll and easy to grasp and is quickly pulled out and cut to the desired length. **Johnson & Johnson, Dept. CUB, New Brunswick, N. J. (Key No. 33)**

Refuse Pail Deodorizer

Pail-Pride is a powerful chemical cake, with properties which destroy odors and repel flies and other insects, designed for use in the covers of refuse pails in kitchen, cafeteria and other parts of the college. When used in pails or cans outside the building, it repels dogs and cats although it is harmless to them. Pail-Pride is attached by a cotter-key to the lid of the refuse pail or can and under normal conditions it is said to



operate efficiently for a period of six months. The product is inexpensive and effective in keeping refuse pails odorless. **San-A-Lizer Corp., Dept. CUB, 3053 Rosslyn, Los Angeles 65, Calif. (Key No. 34)**

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Send for free samples and complete information. When you write, please include your washroom supply merchant's name and address.

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HELP use Sanibag for disposal of sanitary napkins

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Valve
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WHAT'S NEW...

Product Literature

- How sunrooms, breezeways and other similar areas can be open to light and air and completely closed for protection in bad weather is shown in a new folder on "Porch Enclosures" issued by Ludman Corporation, P. O. Box 4541, Miami, Florida. The folder shows uses of Ludman Windo-Tite Jalousies for attractive appearance and practical comfort in any weather. (Key No. 35)
- "Fenestra Hollow Metal Doors, Swing and Slide," is the title of a new 16 page catalog recently released by Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich. The catalog is profusely illustrated with pictures of the types and sizes of Door-Frame-Hardware units in the Fenestra line and gives installation instructions, descriptions, uses and specifications. Emphasis is given to the economy of the units through low first cost, minimum installation costs and low maintenance. (Key No. 36)
- Complete specification and price information on Cory Automatic Pushbutton Coffee Brewing Systems, Grinders and other equipment are given in a new 8 page **Commercial Catalog** released by the Cory Corporation, 221 N. La Salle St., Chicago 1. (Key No. 37)
- **Catalog 225, Crown Institutional Equipment**, gives full information on the line of school and college equipment available from the Crown Institutional Equipment Co., 218 S. Wabash Ave., Chicago 4. The 32 page catalog covers school and college furniture for classrooms, dormitories, reception rooms, offices, dining rooms and other areas. (Key No. 38)
- **The General Electric Type PM-18 Oscillograph**, a new, self-contained, portable recording instrument, is described in a new folder recently released by General Electric, Schenectady 5, N. Y. The new unit provides extreme simplicity of operation and low cost and has been designed for schools and industries. The Type PM-18 oscillograph will record 2, 3, or 4 rapidly or slowly changing currents and voltages simultaneously. The folder gives full details on the new machine and its accessories and on other G-E oscillographs and electric instruments. (Key No. 39)
- Information on the daylighting function of the three new PC 12 inch light-directing and light-diffusing Functional Glass Blocks and their counterpart, the five PC 8 inch Functional Glass Blocks, is given in a new folder recently released by Pittsburgh Corning Corp., 307 Fourth Ave., Pittsburgh 22, Pa. Entitled "For New Design Flexibility," the folder uses drawings to illustrate how each of the different glass blocks directs the light in a different manner. (Key No. 40)
- "How to Lay Lifetime Floors of the Northern Hardwoods" is the title of a new booklet issued by the Maple Flooring Manufacturers Association, 35 E. Wacker Drive, Chicago 1. The booklet points out preparation and laying procedure for laying hardwood floors and the suggestions in the text are illustrated. (Key No. 41)
- The very complete line of metal furniture manufactured by Royal Metal Mfg. Co., 175 N. Michigan Ave., Chicago 1, is illustrated and described in the catalog, "Built On a Foundation of Quality," recently released. A brief history of this 55 year old company is given in the opening pages of the 64 page catalog which also carries editorial type text on construction details and fabrics. Attractive color illustrations show the modern line of settees, chairs, tables, stools, shelving, counters, shop equipment, library shelving, storage equipment and cabinets made by the company. (Key No. 42)
- Illustrations supplement the descriptive text for each step in **Flexicore Erection Procedure**, in a new folder with that title issued by the Flexicore Co., Inc., 1932 E. Monument Ave., Dayton 1, Ohio. The comprehensive explanation accompanying the pictures emphasizes the simplicity of the fast, low-cost Flexicore floor and roof construction method. (Key No. 43)
- The new **Institutional Bedding Catalog No. 52** issued by A. Brandwein & Co., 24th & S. State Sts., Chicago 16, contains information on the line of products especially engineered for institutional needs. Included is information on Stene processed mattresses for complete vermin control, and institutional foam rubber mattresses. (Key No. 44)
- A 12 page practical guide for economical and efficient care of floors is presented in "Floors Without Flaws" released by A. C. Horn Company, Inc., 10th St. and 44th Ave., Long Island City 1, N. Y. Information included covers the conditioning, repairing and maintenance methods for the widest variety of floor materials: concrete, asphalt tile, cork, linoleum, magnesite, terrazzo and wood. Each type of floor is separately considered and details of maintenance discussed. (Key No. 45)
- "Pibrico Refractory Products for Firebox and Other Heating Boilers" are discussed in a bulletin released by the Pibrico Jointless Firebrick Co., 1800 Kingsbury St., Chicago 14. The application of Pibrico monolithic linings to firebox and similar types of heating boilers, air-cooled as well as solid refractory construction, and engineer's specifications for the refractory lining and outside wall construction for boilers are included in the bulletin. (Key No. 46)
- The complete line of storage, wardrobe and combination cabinets in both single and double door types available from Penn Metal Corporation of Penna., 50 Oregon Ave., Philadelphia 48, Pa., is presented in the new **Penco Steel Cabinet Catalog No. C-200**. Desk-high, counter-high and stool cabinets are also included in the catalog. The heavy gauge steel cabinets are dustproof and lock-equipped and are designed for every use. The equipment is pictured and line drawings illustrate points of the careful, sturdy construction. Full descriptive information on each item and complete specifications are included. (Key No. 47)
- Printed on handy 4 by 6 inch easy-to-file cards are **six new recipes for entree dishes for quantity cooking**. Included are Tuna Chip Casserole, Welsh Rarebit, Spanish Rice, Butterfly Fried Shrimp, Tasty Beef Wheels and Tomato Aspic salad. The recipes were developed by Miss Constance Conover and are available from The Continental Coffee Co., 375 W. Ontario St., Chicago 10. (Key No. 48)
- The advantages of group washing fixtures for schools and other institutions are discussed in a new **catalog** published by the Bradley Washfountain Co., N. 22nd and W. Michigan Sts., Milwaukee 1, Wis. Savings in water consumption, floor space, installation and maintenance costs are stressed as is the improved sanitation possible with the units. Equipment in the line is illustrated and described in the catalog which also carries data on comparative costs. (Key No. 49)
- "Vertical Transportation by Otis" is the title of a new 24 page brochure describing the complete line of Otis equipment and services for vertical transportation. Separate sections describe passenger elevators, dumbwaiters, freight elevators and elevator modernization and maintenance programs. The text is illustrated by photographs and line drawings and 17 tables provide dimensions and engineering data. The booklet is available from Otis Elevator Co., 260 Eleventh Ave., New York 1. (Key No. 50)

Supplier's News

Kewanee Boiler Corp., Kewanee, Ill., manufacturer of steel heating and power boilers, and **Ross Heater & Mfg. Co., Inc., Buffalo, N. Y.**, manufacturer of shell and tube heat exchangers, surface condensers and allied equipment, two divisions of **American Radiator & Standard Sanitary Corp.**, have combined to form a new company, **Kewanee-Ross Corporation**, effective June 30. Both units of **Kewanee-Ross Corp.** will continue to operate as before, maintaining their respective plant locations, sales offices and representatives.

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The back legs of a "Wall-Saver" chair are flared out so that the chair cannot be tipped backwards. No rubber leg bumpers are needed—the bottoms of the legs abut the baseboard while there is still ample clearance between the back of the chair and the wall. This unusual design eliminates the strain to which an ordinary chair is subjected when the sitter "rocks" in it. It also prevents damage to both chair and wall caused by "resting" the back of the chair against the wall. As a result, "Wall-Saver" chairs can pay for themselves through savings.

Right: No. 1982
"Wall-Saver" Easy
Chair.

Left: No. 1089 1/2 "Wall-Saver" Straight Chair. (Also available with saddle wood seat, or with upholstered seat and back.)



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Bulletin
1985-A

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Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

WHAT'S NEW

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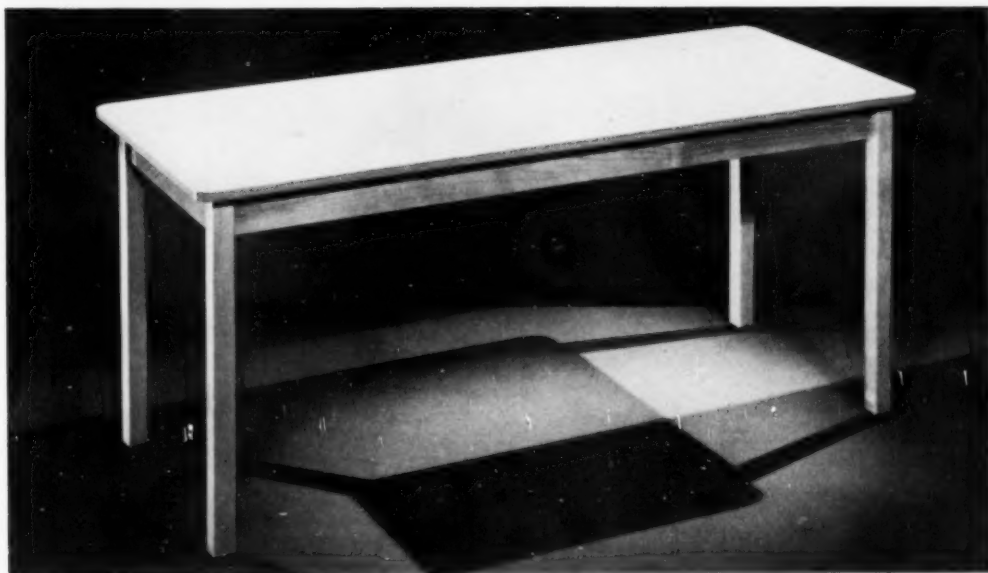
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No. 2300. In 10 sizes
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In Honey Maple or Sil-
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MECHANIZE

4 Scrubbing Operations into 1

with a **COMBINATION SCRUBBER-VAC!**



Applies cleanser,
scrubs, rinses,
and picks up—in
ONE operation!

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Model 213P Scrubber-Vac at left, for heavy duty scrubbing of large-area floors, has a 26-inch brush spread, and cleans up to 8,750 sq. ft. per hour! (Powder dispenser is optional.) Finnell makes Scrubber-Vac Machines in a full range of sizes—for small, vast, and intermediate operations—and in self-powered as well as electric models. From this complete line, you can choose the size and model that's exactly right for your job (no need to over-buy or under-buy). It's also good to know that you can lease or purchase a Scrubber-Vac, and that there's a Finnell man nearby to help train your maintenance operators in the proper use of the machine and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 4408 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

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